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Labour adjustment strategy
initiative : report for 1991/92

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MINISTRY OF CITIZENSHIP
LABOUR ADJUSTMENT STRATEGY (LAS) INITIATIVE
REPORT FOR 1991/92

Prepared By:

Ministry of Citizenship LAS Working Group

April 1992



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LABOUR ADJUSTMENT STRATEGY INITIATIVE

Report for 1991/92



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LAS Staff List

LAS Staff List

**MINISTRY OF CITIZENSHIP
LABOUR ADJUSTMENT STRATEGY (LAS) INITIATIVE
1991/92**

LAS WORKING GROUP MEMBERS

Project Coordination

Ontario Welcome House

Cindy S.M. Lam

George Efstratiadis

Afshan Javed

Adriana Cocq

Anna Maria Nochez

(former LAS coordinator)

Tony Varatojo

Mabel Chan

(former LAS counsellor)

Field Services Branch

Citizenship Development Branch

Banny Hynes

Maria Ariganello

Tara Goldstein

Leslie Elver, Anna Furgiuele, Clive Joakim, Shamira Madhany, and Theresa Nowak provided consultation support to the working group in addition to their management responsibilities for the initiative. Linda Reid of Citizenship Development Branch contributed much time and expertise in consultations with MC staff and Ministry of Labour in the initial stages of the initiative.

LAS ADMINISTRATIVE STAFF

Sam Cangialosi

Rebecca Yuen

FINANCE, ADMINISTRATION AND SYSTEMS BRANCH

Maria Chan

FIELD SERVICES BRANCH FIELD CONSULTANTS

Field Services Branch field consultants had a key role in the development of LAS in 1991/92. The consultants worked closely with LAS working group members on planning and implementing community consultations, developing and reviewing LAS projects, monitoring the projects, and providing ongoing consultation and support to the projects. In 1991/92, the Ministry of Labour identified Western and Peel regions as priority hard-hit areas. Lorraine Hogan, Linda Renaud-Fisher, Joshua Sit, and Christine Troughton contributed a great deal of their time and expertise to the development of LAS projects in these regions.

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Executive Summary

EXECUTIVE SUMMARY

I. BACKGROUND

Introduction

In 1991/92, the Ministry of Labour (MOL) invited the ministries of Colleges and Universities, Skills Development, Education, and Citizenship to participate in the Labour Adjustment Strategy (LAS) Initiative led by MOL. The goal of this provincial interministerial initiative is to assist displaced workers to regain economic independence through employment that recognizes their skills and needs.

The Ministry of Citizenship (MC) received \$2.1 million for its participation in the strategy. MC was concerned that displaced workers who face significant barriers due to language, culture, race, and other factors were at risk of "falling through the cracks" in the labour adjustment process. In consultation with MOL, MC designed its LAS participation based on the aim of increasing the access of MC's clients to adjustment information, adjustment services, and retraining opportunities. MC also had a continuing role to provide consultation and support to other ministries on adapting their programs and services to meet the needs of a diverse population of displaced workers.

MC's Approach

MC's approach in 1991/92 was to assist in the labour adjustment process through existing MC programs. MC's programs, at the local level, can work with key players and stakeholders from government and the community to develop tailored programs and services that increase the access of MC's client group to adjustment services.

MC's Participating Programs

MC analyzed its programs and delivery vehicles and found that they were already well positioned in hard-hit areas and effectively linked with the community and service providers. This put MC in a position to assist labour adjustment committees and related federal and provincial bodies to provide services to displaced workers facing barriers due to language, culture, race, and other factors.

Four existing MC programs and one pilot project were involved to support labour adjustment and other employment related programs and services:

- . Multicultural Workplace Program (MWP)
- . Language and Orientation (L&O)
- . Ontario Welcome House Network (OWH)
- . Cultural Interpreters (CI)
- . Worker Advocates Demonstration Projects (pilot)

Internal MC Involvement

- . Citizenship Development Branch
- . Ontario Welcome House Network
- . Field Services Branch
- . Finance, Administration and Systems Branch

Management of the transfer payments and development of projects were jointly carried out by Field Services Branch and Citizenship Development Branch.

The LAS Coordinator was responsible for the overall coordination of MC's participation, representing MC on the interministerial LAS committee, and chairing the MC LAS working group.

MC LAS working group members worked to ensure coordination and collaborative planning among the participating program areas, and to provide specialist consultation to the LAS coordinator.

II. HIGHLIGHTS OF MC'S INVOLVEMENT IN 1991/92

MC and its programs carried out an advocacy role by bringing forth issues related to MC's client group to the attention of service providers, other ministries, and MOL's labour adjustment advisors. MC provided transfer payment support to educational institutions and community organizations for LAS projects, resource development and teacher training through ODOE, and direct services to displaced workers as well as adjustment service providers. The following are some specific results of MC's involvement in 91/92.

Transfer Payment Support (MWP, L&O, CI, Worker Advocates)

- . The transfer payments include a total of 29 projects across the participating programs. Projects include provision of services to labour adjustment committees, training, resource development, and worker advocacy.
- . 12 MWP programs participated in LAS by offering services to labour adjustment committees and service providers. Outputs will include process reports, a resource on culturally sensitive employment counselling, a process model and computer

database for tracking of non-English speaking displaced workers in labour adjustment programs, plain language labour adjustment materials, and intercultural communication training to committee chairs and labour adjustment service providers.

- . 5 cultural interpreters service sites involving more than 40 languages undertook training and skill development in LAS services.

ODOE

- . The ODOE projects include 6 resource development projects, and 5 teacher training events.
- . More than 200 people participated in consultations with ESL professionals in hard-hit areas.
- . LAS resources developed for ESL had a combined circulation of 184,000.
- . Research survey on the presence of displaced workers in ESL classes through 34 visits to 6 locations in hard-hit areas involved more than 500 people in interviews and questionnaires. This study revealed that up to 56% of the learners surveyed in the 34 classes were displaced workers and were taking ESL for the purpose of re-gaining employment.
- . MC held 6 community consultations/information sessions involving MC clients, government ministries, other levels of government, and service providers. More than 120 people participated in these consultations.

Transfer Payment and ODOE Combined

- . ESL teacher training through courses, workshops, a conference, and a symposium for ESL professionals involved a total of 370 participants.
- . Information and pilot training programs for ESL displaced workers involved 530 participants.

Direct Service

- . Ontario Welcome House (OWH) assisted labour adjustment committees in 6 closures by providing counselling and workshops that involved a total of 776 non-English speaking displaced workers.
- . OWH served more than 600 walk-in and referred displaced worker clients by providing services in assessment, counselling, translation, and referral.

III. KEY ISSUES

The following is a summary of key issues that MC encountered in its first year of labour adjustment programming.

- . MC needs to continue to challenge the notion that doses of generic ESL will meet the work and skills training needs of non-English speaking displaced workers and contribute to their chances of regaining economic independence.
- . The existence of racism in the job market is compounded by the recession and changing economy. This issue was raised several times in MC's community LAS consultations.
- . Labour adjustment committees seem to be struggling with ways to address labour adjustment issues related to MC's LAS client group. MC programs have encountered some difficulties in gaining access to closures, and bringing forth issues of MC's LAS client group.
- . The issue of income support during language training and upgrading was partially resolved by the Canada Ontario Agreement on Training. This agreement made workers eligible for unemployment insurance benefits while attending language/literacy training. However, recent reports from staff of MC and other ministries indicate that a freeze has been issued on new approvals and extensions of eligibility periods. This has serious implications for MC's LAS clients who depend on income support during language/literacy training to re-enter the workforce, and who usually require a longer period of training, upgrading, or licensing due to language and other barriers.
- . It has been difficult to gain access to smaller closures where many of MC's LAS clients are. Statistics from the Ontario Welcome House Network show that the majority of clients who seek information and service at the network are individuals from closures of less than 50. (Closures involving 50 or more employees are reported to MOL.) We have no systematic way of serving displaced workers from small closures.

IV. KEY LEARNINGS

- . MC's LAS clients are showing up in large numbers in our ESL classrooms, at the Ontario Welcome House Network and other settlement agencies. Many are from previous closures and small unreported closures. This confirms that many from our client group are not currently part of the adjustment structures available and do not have a good chance of accessing them without special support.

- . There are many points in the adjustment process where our LAS client group can fall through the cracks. From assessment to follow-up, language is consistently a barrier and cultural sensitivity cannot be assumed.
- . For those who face official language barriers, training and retraining can be elusive. Current practice is based on a principle of fluency first, skills later. Individuals cannot wait until they are "fluent" in the language before they plan their livelihood. Ontario's economic renewal and the development of a skilled workforce cannot wait until the province's diverse population attains a preset standard of proficiency in an official language. Second language speakers require special accommodation in order to access, and successfully complete skills training. Integrating language training into skills training is a model that can be tested.
- . There is need and demand for training of service providers to gain greater awareness of adjustment issues related to our LAS client group, and to develop skills to deliver services to meet the needs of this group.
- . There is an important role for cultural interpreters trained in labour adjustment to assist in the flow of critical information regarding the adjustment process, adjustment services, and the meaning and possibilities of retraining.
- . The community information session/consultation is an effective way of bringing partners together, exchanging information, facilitating networking, and ultimately ensuring local coordination. Advisory committees exist for all MC-LAS projects and this has proven to be beneficial in the effort to ensure collaboration between local partners, and between participating ministries.

V. CONCLUSION

Displacement of immigrant workers is an issue that extends beyond the closure. Those who are not sufficiently supported through the restructuring will emerge no better off than before. Jobs they could once count on will continue to disappear, so too will jobs that do not require much oral communication in English.

The recession has accelerated and compounded the problems arising from economic restructuring.

- . Skills training opportunities continue to be elusive for those with only a basic level of education or no education at all.

- . Competition in a tight job market has artificially raised qualification requirements, creating barriers for those who do not have more than basic level education.

Skills training courses and apprenticeship programs must become more accessible to those who face official language barriers.

- . Entrance requirements need to be revisited and course design/methodology must reflect the needs of a diverse population.
- . Integrating language training into skills training is a model that would address the parallel needs of individuals to learn and work, and the immediate need to prepare the workforce for the restructured economy.
- . Barriers in accreditation and licensing in the trades and professions must also be removed to enable foreign trained workers to contribute what they know to the workforce, and to reach personal potential.

Hard times also fuel blame, misconceptions, prejudice, discrimination, and racism, all of which add to the plight of the displaced worker.

- . MC needs to explore partnership projects internally (i.e. with OARS) and with other stakeholders and ministries to address this aspect of employment barriers facing MC's client group.

From our first full year of participation, based on the experiences of our programs and information gathered from our consultations, we have emerged with a picture of the barriers and gaps in service and employment that exist for our client group in the labour adjustment process.

MC's role of bringing forth issues that critically inform the overall labour adjustment strategy will continue to be prominent.

Cindy S.M. Lam
Project Coordinator, LAS
April, 1992

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Coordinator's Report:
Background, Issues, Key Learnings

MINISTRY OF CITIZENSHIP

LABOUR ADJUSTMENT STRATEGY INITIATIVE 1991/92

COORDINATOR'S SUMMARY REPORT

Background

The recent recession has resulted in an increase in plant closures and mass layoffs. In response, the Ministry of Labour (MOL) proposed a labour adjustment strategy (Cabinet approval November 21, 1990; Management Board approval January 15, 1991) to improve the adjustment system and to provide more effective and coordinated service to displaced workers.

MOL invited the ministries of Skills Development, Education, Colleges and Universities, and Citizenship to participate in the Labour Adjustment Strategy (LAS) initiative. The goal of this provincial interministerial initiative is to assist displaced workers to regain economic independence through employment that recognizes their needs and skills.

The Ministry of Citizenship's (MC's) participation in the initiative is based on the concern that displaced workers who face significant barriers due to language, culture, race, and other factors are at great risk of "falling through the cracks" in the labour adjustment process. (This group will hereafter be referred to as MC's LAS client group.) MC wants to provide services that will increase the access of MC's LAS client group to the adjustment information, adjustment services, and retraining opportunities that are offered/delivered by other ministries and levels of government.

MC also has a continuing role to provide consultation and support to other ministries on adapting their programs and services to increase access by MC's LAS client group.

MC's approach in 1991/92 was to assist in the labour adjustment process through existing MC programs. MC's programs, at the local level, can work with labour adjustment committees and adjustment service providers. They can assist in developing tailored programs and services to facilitate access by MC's LAS client group, and to ensure that communication is culturally-sensitive during the plant closure process.

MC's approach in 1991/92 was in alignment with MOL's goal of reaching and serving as many displaced workers as possible from both unionized and non-unionized workplaces.

MC's Participating Programs

MC analyzed its programs and delivery vehicles and related these to the geographic distribution of plant closures over the past year and a half. The new and enhanced initiatives that were implemented were based on this analysis.

MC found that its programs were:

- . already in plants where closures were occurring
- . well positioned in hard-hit areas
- . well positioned within the community college and board of education systems
- . linked with the community and the organizations that provide service to the community

The above put MC in a position to assist labour adjustment committees and related federal and provincial bodies to provide services to displaced workers who are especially vulnerable due to language, culture, race, and other factors.

Four existing programs of MC and one pilot project were involved to support labour adjustment and other employment-related programs and services:

- . Multicultural Workplace Program (MWP)
- . Language and Orientation
- . Ontario Welcome House
- . Cultural Interpreters
- . Worker Advocates Demonstration Project (pilot)

LAS Projects

- . In 1991/92, MC provided transfer payment support (\$931,637) to educational institutions and community organizations for LAS projects, resource development and teacher training through ODOE, and direct services to displaced workers as well as adjustment service providers. For details, see financial and descriptive summaries of projects and program reports in sections 2, 3, 4, and 5.

Management of LAS

The management of the transfer payments and the development of projects were jointly carried out by Citizenship Development Branch (CDB) and Field Services Branch (FSB).

Coordination of LAS

The overall coordination of MC's participation is the responsibility of the LAS coordinator. The coordinator worked in collaboration with FSB in ensuring that the initiative was implemented in a coordinated manner, consistent with the goals of the strategy.

Community information sessions and consultations were developed and implemented jointly by FSB and CDB.

The coordinator represented MC on the interministerial LAS committee chaired by MOL. One of the major accomplishments of the committee this year is the refinement of an adjustment model developed by MOL. (see model in section 7) The 1992/93 Treasury Board Submission was developed based on this model.

In response to the identified need to better define the interministerial committee's role, new terms of reference for the committee were developed.

As MC's representative on the committee, the coordinator carried out an advocacy role by bringing forth issues related to MC's LAS client group to the attention of other ministries and MOL's labour adjustment advisors.

The coordinator chaired an internal MC LAS working group with representatives from FSB and the participating programs. See terms of reference for working group in section 8.

LAS Coordination Activities

May 1991 to November 1991

- . Compiled and analyzed background information on labour adjustment.
- . Contributed in all aspects to the start-up of the interministerial committee on the labour adjustment strategy.
- . Established an internal working group on labour adjustment strategy initiative with representatives from participating program areas.
- . Assisted in developing the terms of reference and communication strategy for the internal group.
- . Assisted in developing fact sheets about MC's LAS programs.
- . Assisted MC program areas in the development of their LAS resources and communication materials.
- . Assisted FSB in planning and implementing provincial MC-LAS community consultations and terms of reference for the consultations.
 - MC community LAS consultations in London and Kitchener/Waterloo.
- . Represented MC at interministerial community LAS consultations in Waterloo, Hamilton, Peel, and Burlington.
- . Organized an information session between MC and MOL on LAS.
- . Consulted with Worker Advocate Project sites on their proposals.

December 1991 to March 1992

- . Ministry of Labour Peel Community Consultation
 - MC staff participated in discussion of needs of Peel region
- . MC Hamilton Community Information Session
 - MC brought together stakeholders and clients from Hamilton and St. Catharines to receive orientation to labour adjustment from MOL, and to share information and issues.
- . MOL London Help Centre Conference
 - MC staff participated in an interministerial panel on the labour adjustment strategy initiative.
- . MC/Toronto Board of Education "Changing World of Work" Conference for ESL professionals
 - MC co-sponsored and co-organized the conference; staff facilitated and attended workshops.
- . Worker Advocate Orientation Session (with MOL)
 - CDB and FSB, in collaboration with MOL, planned and delivered a one-day orientation session for Worker Advocate Projects.
- . Consultations with clients and program areas of MC.
- . Consultations and liaison with representatives of other ministries participating in LAS.
- . Distribution of Fact Sheets to clients and other LAS partners.
- . Preparation of MC's portion of the 1992/93 Treasury Board Submission with participation from FSB and program areas.

KEY ISSUES

The following is a summary of key issues that MC encountered in its first year of labour adjustment programming. Program-specific issues are discussed in the individual program summary reports in section 5.

- . There is a common notion that non-English speaking displaced workers need only generic ESL to increase their chances of regaining economic independence. Isolated doses of ESL not targetted toward work and skills training will not stand ESL workers in good stead in a changing economy. MC needs to continue to challenge this notion.
- . Labour adjustment committees seem to be struggling with ways to address labour adjustment issues related to MC's LAS client group. The committees' struggles had an impact on MC because participation of some MC programs largely depended on them. As a result, MC programs encountered some difficulties in gaining access to closures, and in bringing forth issues of MC's LAS client group.
- . The issue of income support during language training and upgrading was partially resolved by the Canada Ontario Agreement on Training. This agreement makes workers eligible for unemployment insurance benefits while attending language/literacy training. However, recent reports from staff of MC and other ministries indicate that a freeze has been issued on new approvals and extensions of eligibility periods. This has serious implications for MC's LAS clients who depend on income support during language/literacy training to re-enter the workforce, and who usually require a longer period of training, upgrading, or licensing due to language and other barriers.
- . It has been difficult to find the answer(s) to the question of where retraining should lead. Displaced workers are in need of a concrete sense of direction. MC needs to continue to be tuned into sources that might provide clarification. (e.g. other ministries, other levels of government)

. It has been difficult to gain access to smaller closures where many of MC's LAS clients are. Statistics from the Ontario Welcome House Network show that the majority of clients who seek information and service at the network are from closures of less than 50. (Closures involving 50 or more employees are reported to MOL.)

. Racism in the job market as it is compounded by the recession and changing economy is an issue that was raised several times in MC's community LAS consultations.

. The service of cultural interpreters has not been widely accessed by labour adjustment committees so far. The fee-for-service structure of the cultural interpreters and finding the means to pay for the service may have been one of the factors contributing to low access. (An arrangement such as the one made by MOL in London in which cultural interpreters are paid through the local help centre may be a solution to the problem.) Unfamiliarity with the role of cultural interpreters on the part of labour adjustment advisors and committee members in the first year of the initiative may have been another contributing factor. This issue requires close monitoring in 1992/93.

. There is a lack of ESL and Literacy programs designed specifically for displaced workers. A greater awareness of displacement issues among ESL and literacy service providers and practitioners is needed.

. Given the fiscal constraints, MC will not be able to expand its involvement in 1992/93, as intended, within areas that are hard hit by closures.

Key Learnings

- . MC's LAS clients are showing up in large numbers in our ESL classrooms, at the Ontario Welcome House Network and other settlement agencies. Many are from previous closures and small unreported closures. This confirms our expectation that many from our client group are not currently part of the adjustment structures available and do not have a good chance of accessing them without special support. The overriding concern is for those who will never be identified because they do not access settlement agencies or ESL classes.
- . There are many points in the adjustment process where our LAS client group can fall through the cracks. From assessment to follow-up, language is always a barrier and cultural sensitivity cannot be assumed.
- . For those who face official language barriers, training and retraining can be elusive. Current practice is based on a principle of fluency first, skills later. Individuals cannot wait until they are "fluent" in the language before they plan their livelihood. Ontario's economic renewal and the development of a skilled workforce cannot wait until the province's diverse population attains a preset standard of proficiency in an official language. Second language speakers require special accommodation in order to access, and successfully complete skills training. Integrating language training into skills training is a model that can be tested.
- . Settlement agencies and "mainstream" service providers need to prepare for their role in the adjustment process. There is need and demand for training for greater awareness of adjustment issues related to our LAS client group, and for skills to deliver services to meet the needs of this group.
- . There is an important role for cultural interpreters trained in labour adjustment to assist in the flow of critical information regarding the adjustment process, adjustment services, and the meaning and possibilities of retraining.
- . The community information session/consultation is an effective way of bringing partners together, exchanging information, facilitating networking, and ultimately ensuring local coordination. Advisory committees exist for all MC-LAS projects and this has proven to be beneficial in the effort to ensure collaboration between local partners, and between participating ministries.

Conclusion

Displacement of immigrant workers is an issue that extends beyond the closure. Those who are not sufficiently supported through the restructuring will emerge no better off than before. Jobs they could once count on will continue to disappear, so too will jobs that do not require much oral communication in English.

The recession has accelerated and compounded the problems arising from economic restructuring. Skills training opportunities continue to be elusive for those with only a basic level of education or no education at all. Competition in a tight job market has artificially raised qualification requirements, creating barriers for those who do not have more than basic level education.

Skills training courses and apprenticeship programs must become more accessible to those who face official language barriers. Entrance requirements need to be revisited and course design/methodology must reflect the needs of a diverse population. Integrating language training into skills training would address the parallel needs of individuals to learn and work, and the immediate need to prepare the workforce for the restructured economy. Barriers in accreditation and licensing in the trades and professions must also be removed to enable foreign trained workers to contribute what they know to the workforce, and to reach personal potential.

Hard times also fuel blame, misconceptions, prejudice, discrimination, and racism, all of which add to the plight of the displaced worker.

From our first full year of participation, based on the experiences of our programs and information gathered from our consultations, we have emerged with a picture of the barriers and gaps in service that exist for our client group in the labour adjustment process.

Final reports and products from projects, when submitted, will serve to further illuminate future directions in labour adjustment programming for MC client groups caught in displacement.

MC's role of bringing forth issues that critically inform the overall labour adjustment strategy will continue to be prominent.

Cindy S.M. Lam
April, 1992

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Chart: 1991/92 Budget

MINISTRY OF CITIZENSHIP LABOUR ADJUSTMENT STRATEGY INITIATIVE

BUDGET FOR 91/92 (000'S)

	SALARY	BENEFIT	ODOE	T/P	TOTAL
1. PROJECT COORDINATION	50.1	9.0	15.6	0.0	74.7
2. MWP	19.8	3.6	99.5	390.0	512.9
3. CULTURAL INTERPRETER	0.0	0.0	25.0	259.0	284.0
4. LANGUAGE ORIENTATION PROGRAM	54.0	5.4	116.0	0.0	175.4
5. OWH	179.3	19.3	70.0	0.0	268.6
6. FIELD SERVICES	77.4	13.9	13.5	*325.0	429.8
7. CSD SUPPORT (Corporate Services Division)	63.9	9.9	21.2	0.0	95.0
	444.5	61.1	360.8	974.0	1,840.4

* BREAKDOWN OF THIS PROGRAM IS AS FOLLOWS:

LANGUAGE AND ORIENTATION = 115.0
 WORKER ADVOCATE PROJECT = 210.0
 % of Total:

Salaries 444.5 = 24%
 Benefits 61.1 = 3%
 ODOE 360.8 = 20%
 T/P 974.0 = 53%
 TOTAL 1,840.4 = 100%

FEBRUARY 6, 1992

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Chart: 1991/92 Transfer Payment

Approvals by Regions

1991/92
LABOUR ADJUSTMENT STRATEGY
TRANSFER PAYMENTS - CENTRAL APPROVALS OVERVIEW

REGION	GEOGRAPHICAL REGION	ORGANIZATION	PROGRAM	AMOUNT APPROVED	TOTAL AMOUNT FOR ORGANIZATION	TOTAL FOR GEOGRAPHICAL REGION
CENTRAL	Peel	Peel Board of Education Multicultural Assistance Services of Peel Dufferin-Peel Separate School Board	MWP S & I Worker Adv. S & I Lang & Orient	\$30,000 \$69,975 \$4,965 -----	\$30,000 \$69,975 \$4,965 ----- \$104,940	----- \$104,940
	Metro Toronto	COSTI Immigrant Services Seneca College of Applied Arts and Technology Humber College of Applied Arts and Technology Humber College of Applied Arts and Technology MWP MWP MWP MWP	S & I Worker Adv. MWP MWP MWP MWP MWP MWP MWP	\$70,200 \$30,000 \$30,000 \$30,000 * \$15,000 * \$15,000 * \$15,000 * \$15,000 \$4,965 * \$15,000 -----	\$70,200 \$30,000 \$45,000 \$45,000 \$15,000 \$4,965 \$15,000 ----- \$180,165	\$285,105 \$180,165
		George Brown College	S & I Lang & Orient MWP	\$4,965 * \$15,000 -----	\$4,965 \$15,000 ----- \$180,165	----- \$180,165

1991/92
LABOUR ADJUSTMENT STRATEGY
TRANSFER PAYMENTS - WESTERN APPROVALS OVERVIEW

REGION	GEOGRAPHICAL REGION	ORGANIZATION	PROGRAM	AMOUNT APPROVED	TOTAL AMOUNT FOR ORGANIZATION	TOTAL FOR GEOGRAPHICAL REGION
WESTERN	Burlington	Halton Board of Education	MWP	\$30,000		
		Halton Board of Education	MWP	*\$15,000	\$45,000	----- \$45,000
	Hamilton	Mohawk College of Applied Arts and Technology	MWP	\$30,000		
		Mohawk College of Applied Arts and Technology	MWP	*\$15,000	\$45,000	----- \$45,000
	Kitchener	Kitchener-Waterloo Multicultural Centre	CI	\$30,000		
		Kitchener-Waterloo Multicultural Centre	S & I Worker Adv.	\$67,725	\$97,725	----- \$97,725
London	London	London Cultural Interpreter Service	CI	\$72,000	\$72,000	
		London Cross Cultural Learner Service	S & I Lang & Orient	\$39,940	\$39,940	
		Multicultural Workplace Program London	MWP	\$30,000	\$45,000	
		Multicultural Workplace Program London	MWP	*\$15,000		----- \$45,000

REGION	GEOGRAPHICAL REGION	ORGANIZATION	PROGRAM	AMOUNT APPROVED	TOTAL AMOUNT FOR ORGANIZATION	TOTAL FOR GEOGRAPHICAL REGION
WESTERN	Niagara Falls	Information Niagara	CI	\$72,000	\$72,000	\$72,000
	Oakville	Sheridan College	MWP	*\$15,000	\$15,000	\$15,000
	St. Catharines	St. Catharines Folk Arts Council	S & I Lang & Orient	\$49,790	\$49,790	\$49,790
	Windsor	Multicultural Council of Windsor and Essex County Windsor-Essex County Family YMCA	CI S & I Lang & Orient	\$54,000 \$20,077 -----	\$74,077 ----- \$74,077	----- \$74,077
TOTAL FOR WESTERN REGION						\$555,532

* ENHANCEMENT TO GENERIC MWP

1991/92

LABOUR ADJUSTMENT STRATEGY
TRANSFER PAYMENTS - EASTERN/NORTHERN APPROVALS OVERVIEW

REGION	GEOGRAPHICAL REGION	ORGANIZATION	PROGRAM	AMOUNT APPROVED	TOTAL AMOUNT FOR ORGANIZATION	TOTAL, FOR GEOGRAPHICAL REGION
EASTERN	Ottawa	Algonquin College of Applied Arts & Technology	MWP	\$30,000		
		Algonquin College of Applied Arts & Technology	MWP	*\$15,000	\$45,000	----- \$45,000
	Kingston	Kingston and District Immigrant Service	CI	\$31,000	\$31,000	----- \$31,000
					TOTAL FOR EASTERN REGION	\$76,000

NORTHERN	Thunder Bay	Confederation College of Applied Arts & Technology	MWP	*\$15,000	\$15,000	\$15,000
					TOTAL FOR NORTHERN REGION	\$15,000

* ENHANCEMENT TO GENERIC MWP

1991/92 TRANSFER PAYMENT TOTAL

REGION	TOTAL PER REGION
Central	\$285,105
Western	\$555,532
Eastern	\$76,000
Northern	\$15,000

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**Chart: LAS Grants Overview with
Brief Project Descriptions**

**MINISTRY OF CITIZENSHIP
LABOUR ADJUSTMENT STRATEGY (LAS) GRANTS OVERVIEW
1991/92**

REGION	MWP	CI	S & I Worker Advocate	Lang. & Orient.	Total	%
Western	\$90,000 \$60,000 *	\$228,000	\$67,725	\$109,807	\$555,532	59.63%
Central	\$90,000 \$45,000 *	\$0	\$140,175	\$9,930	\$285,105	30.60%
Eastern	\$30,000 \$15,000 *	\$31,000	\$0	\$0	\$76,000	8.16%
Northern	\$15,000 *	\$259,000	\$207,900	\$119,737	\$931,637	1.61%
	\$345,000					100.00%

MWP: Multicultural Workplace Program Projects
CI: Cultural Interpreter Service Projects
S&I: Settlement and Integration Service Projects

* Enhancement to generic MWP

Total amount funded for fiscal period 91/92 **\$931,637**

Number of projects funded	20
Number of enhanced MWP	9
TOTAL	29

March 31, 1992

MINISTRY OF CITIZENSHIP
LABOUR ADJUSTMENT STRATEGY (LAS) GRANTS
1991/92

WESTERN REGION

ORGANIZATION	MWP	CI	Worker Advocate	S & I	Lang. & Orient.	PROJECT DESCRIPTION	STATUS
London Cross Cultural Learner Centre					\$39,940	Establish a co-ordinating committee to make available information on existing re-training programs; develop/implement a tool for assessing special languages and retraining needs of non-native English speaking displaced workers.	approved
Halton Board of Education	\$30,000					Develop, through work with adjustment committees, a vocational counselling model that is sensitive to linguistic and cultural barriers, to be used with non-English speaking displaced workers.	approved
Windsor -Essex County Family YMCA					\$20,077	Increase access non-English speaking displaced workers have to community resources, labour adjustment programs and retraining opportunities through a sensitization workshop to mainstream service providers and a help fair for the workers.	approved
Information Niagara		\$72,000				Develop CI services and train interpreters to work with local adjustment committees and local programs designed to assist non-English speaking displaced workers in the Niagara region; increase the abilities of the worker/professional and other service providers to respond to the needs of the target group.	approved
Kitchener-Waterloo Multicultural Centre		\$30,000				Tailor its CI training and services delivery to meet the needs of labour adjustment committees, non-English speaking displaced workers and program/service providers involved in Labour Adjustment.	approved

ORGANIZATION	MWP	CI	S & I Worker Advocate	Lang. & Orient.	PROJECT DESCRIPTION	STATUS
Kitchener-Waterloo Multicultural Centre Kitchener			\$67,725		Develop partnerships to coordinate services with other local agencies involved in labour adjustment programs and services; advocate with Labour Adjustment Committee's service providers to ensure needs of non-English speaking displaced workers are addressed; collect data on nature of needs and kinds of services offered; enhance skills of agency staff, member agencies and service providers.	approved
London Cultural Interpreter Service London		\$72,000			Provide CI training and resources related to the labour adjustment process; assess the practicality and feasibility of the delivery of CI services as a component of labour adjustment programs and services.	approved
Mohawk College of Applied Arts & Technology Hamilton	\$30,000				Develop plain language labour adjustment resource materials for LAS and intercultural communication training for chairs of LACs.	approved
Multicultural Council of Windsor and Essex County Windsor		\$54,000			Start new CI service; develop CI training and services to work with the local labour adjustment program/services.	approved
Multicultural Workplace Program London London	\$30,000				Adapt/simplify adjustment information and training materials to make them more suitable for non-English speaking displaced workers.	approved

MINISTRY OF CITIZENSHIP
LABOUR ADJUSTMENT STRATEGY (LAS) GRANTS
1991/92

WESTERN REGION

ORGANIZATION	MWP	CI	Worker Advocate	S & I Lang. & Orient.	PROJECT DESCRIPTION	STATUS
St. Catharines St. Catharines St. Catharines Folk Art Council				\$49,790	Address the barriers encountered by the non-English speaking displaced workers that will result in the development of a new model/approach to language learning and job skills training. Combine job specific ESL with job skill training through a combination of classroom and job shadowing learning.	approved
TOTAL WESTERN REGION	\$90,000	\$228,000	\$67,725	\$109,807		
CENTRAL REGION						
COSTI Immigrant Services Toronto			\$70,200		Identify to MOL, workers from non-unionized workplaces who have not accessed labour adjustment programs and services; identify and document barriers preventing access to these services; provide public education to target group on this issue; work with LAC, MOL advisor to establish services/programs for target group.	approved
Dufferin-Peel Separate Board of Education Mississauga				\$4,965	Teacher training course for ESL instructors on English language training for a changing work world.	approved
Humber College Etobicoke	\$30,000				Provide consulting services on communication issues and strategies related to non-English speaking displaced workers. The goal is to increase access to information by the target group. Data will be collected and compiled into case studies.	approved
Metropolitan Separate Board of Education Toronto				\$4,965.00	Teacher training course for ESL instructors on English language training for a changing work world.	approved

ORGANIZATION	MWP	CI	S & I Worker Advocate	Lang. & Orient.	PROJECT DESCRIPTION	STATUS
Multicultural Assistance Services of Peel Mississauga			\$69,975		Develop partnerships with local service providers involved in labour adjustment strategy; advocate with other service providers which serve Labour Adjustment Committees to ensure special needs of non-English displaced workers are addressed.	approved
Peel Board of Education Mississauga	\$30,000				Develop, through work with adjustment committees, a process model and computerized database for assessment, counselling, and tracking of non-English speaking displaced workers.	approved
Seneca College North York	\$30,000				Participate in labour adjustment to ensure special needs of non-English speaking displaced workers are addressed. The college intends to provide a spectrum i.e consulting, assessment, referral. A resource/service directory will be compiled for non-English speaking displaced workers within the college's catchment area.	approved
TOTAL CENTRAL REGION	\$90,000	\$0	\$140,175	\$9,930		

**MINISTRY OF CITIZENSHIP
LABOUR ADJUSTMENT STRATEGY (LAS) GRANTS
1991/92**

EASTERN REGION

ORGANIZATION	MWP	CI	Worker Advocate	S & I Lang. & Orient.	PROJECT DESCRIPTION	STATUS
Algonquin College	\$30,000				Provide orientation and assistance to personnel involved in labour adjustment on identifying issues related to non-English speaking displaced workers.	approved
Kingston & District Immigrant Services		\$31,000			Provide, promote the use of and evaluate cultural interpretation in the workplace, Labour Adjustment Committee; advocate on behalf of non-English speaking displaced workers requiring specialized services.	approved
TOTAL EASTERN REGION	\$30,000	\$31,000	\$0	\$0		
TOTAL FOR EACH PROGRAM	\$210,000	\$259,000	\$207,900	\$119,737		
Number of Projects	7	5	3	5		
GRAND TOTAL	\$796,637					

Grant Support Unit
Field Services Branch

March 16, 1992

5

Program Summary Reports

5a

Multicultural Workplace Program

**Labour Adjustment Strategy Initiative
1991/92**

Multicultural Workplace Program

SUMMARY REPORT

- . Provided project funding (\$210,000) to seven Multicultural Workplace Program (MWP) organizations to develop models of assisting in the labour adjustment process with the goal of increasing access to labour adjustment services by displaced workers who face cultural and communication barriers.
- . The organizations are:
 - . MWP London
 - . Humber College
 - . Seneca College
 - . Algonquin College
 - . Mohawk College
 - . Halton Board of Education
 - . Peel Board of Education
- . Projects are consistent with the MWP approach of identifying and addressing barriers to access, and improving communication in the adjustment process. Adapting materials into plain language and exploring culturally sensitive employment counselling methods are examples of project topics. Descriptions of projects can be found in the "MWP Project Summary" attached.
- . Projects and final process reports will contribute to the beginnings of a collection of Ontario-based resources on labour adjustment for a diverse workforce.
- . Provided enhancement funding to nine MWP organizations to develop their skills and approach to labour adjustment programming. These organizations participate on community labour strategy advisory committees, liaise with Ministry of Labour's labour advisors and Canada Employment representatives, and provide services to plants undergoing downsizing or closure.
- . In 1992/93, MWP programs of community colleges will be encouraged to link up with other college LAS initiatives and submit integrated LAS proposals to MCU.

Cindy S.M. Lam
March 31, 1992

**LABOUR ADJUSTMENT STRATEGY INITIATIVE
MWP PROJECT SUMMARY**

Organization	MUL #	Funding Period	Project Description	Final Report Due
Peel Board of Education	91-145250	Nov/91 to May/92	To develop a process model and and computer database for assessment, counselling and tracking of non-English speaking displaced workers.	May 31, 1992
Halton Board of Education	91-173002	Dec/91 to June/92	To explore effective ways of providing employment counselling to non-English speaking displaced workers.	April 30, 1992
MWP London	91-142302	Jan/92 to Dec/92	To work with London Help Centre and labour adjustment committees on improving communication with non-English speaking displaced workers in the labour adjustment process.	January 31, 1993
Humber College	91-145401	Mar/92 to Oct/92	To work with labour adjustment committees to improve methods of communication with non-English speaking displaced workers in the labour adjustment process.	October 30, 1992
Mohawk College	91-173003	Mar/92 to Sep/92	To develop plain language labour adjustment resource materials for labour adjustment committees; to provide ICC training to labour adjustment committee chairpersons.	October 30, 1992

Organization	MUL #	Funding Period	Project Description	Final Report Due
Algonquin College	91-147302	Mar'92 to Feb'93	To conduct a series of training for labour adjustment committee members and service providers on issues related to displaced workers from diverse backgrounds; to develop a resource package to accompany the training.	April 30, 1993
Seneca College	91-145400	Mar'92 to Feb'93	To provide consulting, assessment and referral services to labour adjustment committees; to compile a directory of resources/services in the Seneca catchment area for non-English speaking displaced workers.	April 30, 1993

Cindy S.M. Lam
March 31, 1992

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5b

Cultural Interpreter Services

Labour Adjustment Strategy Initiative
1991/92

Cultural Interpreter Services

SUMMARY REPORT

- . Provided funding (\$259,000) to five LAS CI Services:
 - Kitchener-Waterloo Multicultural Centre
 - Information Niagara
 - London Cultural Interpreter Service
 - Multicultural Council of Windsor and Essex County
 - Kingston and District Immigrant Services
- . Provided funding to Kitchener Multicultural Association to develop a cultural interpreter training manual for services in labour adjustment.
- . An application from Multicultural Interagency Group of Peel is presently in the system. It was recommended for approval and deferred in 1991/92.
- . Given the fiscal constraint, the Cultural Interpreter program will not be able to expand coverage of hard-hit areas in 1992/93.
- . Cultural Interpreters are paid on a fee-for-service basis. The issue of who will pay the fees was a persistent one in the first part of 1991/92. In London, MOL arranged to have CIs paid through the London Help Centre. All others are to be paid through labour adjustment committees - confirmation of this was received from MOL. There remains a potential issue in cases where CIs are accessed by help centres or other labour adjustment structures without the existence of a labour adjustment committee.

Maria Ariganello
March 31, 1992

Labour Adjustment Strategy Initiative

CI Languages Available

Kingston And District Immigrant Services

- . Spanish, Portuguese, Cambodian

Kitchener-Waterloo Multicultural Centre

- . not specified

Information Niagara

- . Current: French, Italian, Spanish, Vietnamese, Khmer, Polish
- . Projected Additions: German Hungarian, Ukrainian
Chinese, Laotian

London Cultural Interpretation Services

- . Current: Amharic, Arabic, Azarbaijani, Cantonese, Croatia
Czech, French, German, Greek, Hindi, Hungaria
Italian, Khmer, Korean, Kurdish, Laotia
Macedonian, Mandarin, Marathi, Persian, Polis
Portuguese, Punjabi, Romanian, Russian, Serbia
Slovenian, Somali, Spanish, Swatow, Thai, Tigrin
Turkish, Ukrainian, Vietnamese.
- . Projected Additions: Albanian, Lithuanian, Tamil, Urdu

Multicultural Council of Windsor/Essex County

- . 10 languages (yet unspecified)

As of March 31, 1992

5c

Worker Advocate Demonstration Projects

Labour Adjustment Strategy Initiative
1991/92

Worker Advocate Demonstration Projects

SUMMARY REPORT

- . Provided funding (\$207,900) to three settlement organizations located in hard hit areas to develop a Worker Advocate Strategy. The organizations are:
 - . Kitchener Waterloo Multicultural Association, Kitchener-Waterloo
 - . Multicultural Assistance Service, Peel
 - . COSTI, Toronto
- . Consultations with the Worker Advocate Projects began in June, 1991. The three sites received their funding in February/March 1992. Each group has undertaken to identify needs of their regions based on which a workplan will be developed. MC, in consultation with MOL, developed an orientation session for all worker advocate projects. (see attached)
- . The next meeting with all projects will take place on April 28, 1992, at OWH in Mississauga. Workplans, evaluation strategy, data collection, and networking among the projects will be on the agenda.
- . MC and MOL staff will meet with individual projects before the 28th of April to consult on regional needs, workplans, and outstanding questions.
- . Future meetings:
 - . April 28, 1992 9:30 am at Mississauga Welcome House
 - . May 26, 1992 9:30 am at Kitchener Multicultural Centre
 - . June 30, 1992 9:30 am at COSTI Toronto

Cindy S.M. Lam
March 31, 1992

MINISTRY OF LABOUR and MINISTRY OF CITIZENSHIP

WORKER ADVOCATE ORIENTATION SESSION

March 17, 1992
Ontario Welcome House
132 St. Patrick Street, Room 409
10:00am to 3:00pm

A G E N D A

10:00 - 10:15	INTRODUCTIONS
10:15 - 10:45	ORIENTATION TO LABOUR ADJUSTMENT
10:45 - 11:00	MINISTRY OF CITIZENSHIP'S PARTICIPATION IN THE LABOUR ADJUSTMENT STRATEGY
11:00 - 11:15	WORKER ADVOCATE DEMONSTRATION PROJECTS - Background and Overview
11:15 - 11:40	WORKER ADVOCATE DEMONSTRATION PROJECTS - Expected Outputs
11:40 - 12:00	WORKER ADVOCATE DEMONSTRATION PROJECTS - Data Collection
12:00 - 1:00	L U N C H
1:00 - 2:00	SMALL GROUP DISCUSSIONS - Questions/Issues
2:00 - 3:00	LARGE GROUP EXCHANGE - Based on small group discussions
3:00	WRAP UP

WORKER ADVOCATE ORIENTATION SESSION

March 17, 1992

Worker Advocate Demonstration Projects

EXPECTED OUTPUTS

• Identification of target group members. (Non-English speaking displaced workers who are not linked to labour adjustment structures, who have problems accessing labour adjustment services.)

• Provision of services to target group. (counselling, referral, and other services)

• Staff orientation/training and public education provided by worker advocate host organizations.

• Strategies for networking among worker advocate projects.

• Data collection. (To be discussed further)

• Two case studies outlining profiles of target group clients, and process of linking clients to labour adjustment services.

• Final process report including documentation of experience, evaluation of project, assessment of impact of worker advocacy, key learnings, and recommendations.

WORKER ADVOCATE ORIENTATION SESSION

March 17, 1992

Small Group Discussions

Please form regional groups, each with a worker advocate project, a Ministry of Labour adviser, and a Ministry of Citizenship Field Services consultant.

Designate a recorder to report back to the large group.

Questions:

1. What do you see as the role of the worker advocate?
2. In your region, what needs (pertaining to worker advocate target group) have surfaced?
3. Based on 2. above, what are your priorities?
4. What might be some of your outreach strategies?
5. What might be some strategies for networking among all worker advocate projects?
6. What assistance would you need from the Ministry of Citizenship?
7. What assistance would you need from the Ministry of Labour?
8. Other questions/issues for discussion.

WORKER ADVOCATE ORIENTATION SESSION - MARCH 17, 1992

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March 10, 1992

5d

Ontario Welcome House

ONTARIO WELCOME HOUSE

Labour Adjustment Strategy

PROJECT UPDATE

March 30, 1992

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b) Statistical Analysis

**c) Terms of Reference: Resource Development
Settlement Officer Training
Client Workshops**

LABOUR ADJUSTMENT STRATEGY

I OVERVIEW

Since September 1991, the OWH-LAS team has provided direct employment related services to OWH-Network clients. In addition to this, emphasis has also been directed towards actively designing the framework for embedding LAS principles into the Network through such activities as designing the framework for Client Workshops, Settlement Officer training and Resource Development.

Our Joint cooperation with other Ministry of Citizenship LAS programs has provided us with the opportunity to create Intra-Ministerial information sharing networks and therefore further coordinate our mutual efforts to assist displaced immigrant workers. We are especially developing close links with the Worker Advocate Program whose goal is to assist displaced immigrant workers from smaller plant closures. Given that the majority of displaced immigrant workers that we assist through Network Referrals fall into this category, we are working with Worker Advocates to plan strategies that will benefit this group.

Our continued involvement with Labour Adjustment Committees through the invitation of Labour Advisors from the Ministry of Labour further extends the scope of our LAS activities by giving us the opportunity to work, with these committees, to assist displaced workers from larger plant closures and downsizings.

It has also been a priority for OWH-LAS to establish ongoing liaisons with various community and government agencies to develop partnerships, information sharing networks and facilitate client referrals.

The OWH-LAS team looks forward to a challenging year in which we can further participate in the Labour Adjustment Strategy in providing assistance to displaced immigrant workers that will ultimately facilitate their re-integration into the workforce.

II ACHIEVEMENTS:

DIRECT SERVICE TO DISPLACED WORKERS AND THEIR FAMILIES

The OWH-LAS team has been successful in laying the ground work by setting priorities for various initiatives.

The two employment counsellors are further enhancing present settlement services by providing direct services to displaced immigrant workers and their families through Network referrals at four of the OWH offices.

These services include:

- . Supportive counselling to displaced workers and their families.
- . Information and counselling on training/retraining, ESL, literacy and other educational opportunities.
- . Guidance on employment issues such as career planning and job search techniques.
- . Assisting displaced workers in establishing a plan of action and providing linkages with local community and government resources.
- . Preparation of resumes and covering letters.
- . Assistance through the OWH Network with general newcomer settlement needs, including the translation of educational and employment documents.

In order to embed LAS principles into OWH and further enhance the Network's capacity to directly serve displaced workers, the OWH-LAS team has also developed training for its Settlement Officers and staff. This training will provide Settlement Officers with the resources and skills they need to deal with employment and displacement issues.

CLIENT WORKSHOPS

As the number of Displaced Workers accessing OWH services is increasing, the OWH-LAS team has identified the need to develop a framework for providing group information and skill building workshops. These group workshops will provide information and assist our clients to develop the basic skills they need to become employed/re-employed. Group workshops will also introduce displaced workers to the various institutional structures and routes for accessing services.

RESOURCE DEVELOPMENT

The planning and development for client workshops, Settlement Officer training, outreach activities and the further enhancement of OWH-LAS counselling has necessitated the development of a comprehensive and uniform OWH-LAS Resource Base. A Network wide resource base will provide OWH Settlement Officers and staff with the necessary tools and resources they need to effectively assist displaced workers. The OWH-LAS team has therefore developed a framework and initiated the needs assessment for this data base, which will consist of:

- . Resources for use in workshops, orientation sessions and information sharing.
- . Support materials for counselling purposes.
- . Information packages for clients.
- . A central library consisting of employment and training related materials.

SERVICES TO LACS

In conjunction and co-ordination with the three Labour Advisors, the OWH-LAS team continues to work with LAC's throughout Metro in order to assist displaced workers from larger closures and downsizings. OWH-LAS can play a significant role in assisting LACs especially in reaching those displaced workers who face linguistic and cultural barriers.

Committee involvement includes our participation in the initial assessment of the needs of workers as well as consultations and the development of programs to assist these workers to gain access to employment and training/retraining opportunities.

Individual counselling and workshops are also conducted by OWH-LAS to ensure that the specialized needs of non-English speaking displaced workers are addressed in a culturally sensitive manner.

Some of the LACs the OWH-LAS team has been involved with and the number of employees reached are:

	<u>LAC</u>	<u># of Workers</u>
1.	Windsor Arms Hotel	41
2.	Lancia Bravo	71
3.	Arro-Fine Arts	38
4.	Apparel Tech	211
5.	Inglis	275
6.	Consumer's Glass	140

WORKER ADVOCATES:

The OWH-LAS team has established close links with the Worker Advocate Program which will provide support to non-unionized workers who often do not have access to LACs and specialized programs and services. For example, by working with Worker Advocates we can provide displaced workers with linkages to ESL and other training programs while they are still receiving UIC benefits.

OWH continues to play a key role in assisting displaced workers that are not being served by LACs and may otherwise fall through the cracks.

OUTREACH

As LAS is a new initiative, the OWH-LAS team has devoted a considerable amount of effort in developing an effective outreach strategy. Subsequently, the OWH-LAS team has been actively involved in developing community partnerships. Such partnerships are instrumental in developing an integrated approach to assisting displaced workers. During the past few months, the OWH-LAS team has:

- . Conducted presentation workshops on LAS at various community programs/events, ie., Ontario Council of Sikhs, Women's Conference, Chinese Restaurant Workers ESL classes, Malvern Community Centre etc...
- . On-going liaison with community organizations on LAS for service coordination, direct referrals, resource development and to set up referral networks.
- . Participated in community and regional consultations in Hamilton and Peel to learn about, built working partnerships and co-ordinate activities with other LAS service providers such as the Peel Adult Learning Network and Sheridan College.
- . Made presentations to various Network and Ministry staff, including CDB Director Clive Joakim and Deputy Minister Stien Lal, on OWH-LAS initiatives.

LAS LIAISON

An integral component to the LAS initiative is its emphasis on sharing responsibilities and establishing liaisons with key Ministry and Community players.

To further integrate OWH-LAS programs with other LAS initiatives the OWH-LAS team:

- . Has an ongoing liaison with the Ministry of Citizenship Internal Working Group in order to share responsibilities and co-ordinate the various LAS activities within the Ministry.

- Continues to participate in formal and informal information sharing and progress meetings with the Inter-Ministerial Working Group.
- Co-operates with three Labour Advisors from the Ministry of Labour in the Metro area to set up links and establish relationships with Labour Adjustment Committees.
- Networks and shares information with other community and government agencies involved in LAS through five Ministries. ie. Preparatory Training Program, WEA etc.

STATISTICS:

1. The OWH-LAS team initially designed and implemented a system for capturing relevant data on OWH Network's displaced worker clients.

The collection of this data has identified some key trends on displacement. For example, an analysis of statistical data from the past year indicates that OWH has been serving laid off workers from smaller plant closures with less than 50 employees. Furthermore, these workers have usually been working for 1-2 years or less. (See: Statistical Analysis)

As the thrust of LAS activities had initially focused on plant closures involving 50 or more workers, this data has been instrumental in documenting the success of OWH in assisting those displaced workers who might have otherwise fallen through the cracks.

2. Presently, the OWH-LAS team is in the process of developing a uniform system of capturing similar data with other MC projects. By standardizing data collection we will be able to further co-ordinate with other MC LAS programs such as the Worker Advocate Project.

III ISSUES:

SIZE OF PLANT CLOSURES:

Presently, there is no formal mechanism to gain access to smaller plant closures or lay-offs. However our statistical data indicates that the majority of displaced worker clients the OWH Network serves are from plants that are laying off less than 50 workers. The OWH-LAS team has documented and informed the Ministry of Labour of this trend. There should be a mechanism to monitor smaller closures and not let displaced workers from these smaller closures fall through the cracks. (see: Worker Advocate)

RESUME PREPARATION:

As the number of displaced worker clients assisted by the two LAS Officers increases, there has also been an increase in the number of requests for assistance with resume preparation. In the future, OWH-LAS may offer only group workshops on resume preparation and not assistance on an individual basis.

LACK OF PROGRAMS FOR DISPLACED WORKERS:

It seems there are few programs that deal specifically with the needs of displaced workers throughout Metro. For example, there is no comprehensive literacy program in Peel region and not enough ESL programs in the East End. Much more outreach needs to be conducted in Metropolitan Toronto and surrounding regions to create an awareness of displacement issues, share resources and further develop referral systems.

WORKER ADVOCATES:

It is crucial to the success of the LAS initiative that OWH work closely with other MC programs. The OWH-LAS team has especially established close links with the Worker Advocate program to assist displaced workers from smaller closures who often can not get access to appropriate services. For example, by working with Worker Advocates, we can assist displaced workers who are still receiving UIC benefits and provide them with appropriate linkages to ESL and training programs.

Other activities with Worker Advocates include the planning of an upcoming Information Sharing Day for front line workers involved in Labour Adjustment and developing a common statistical system. (see: Achievements: Statistics)

SIGNIFICANT TRENDS:

Due to the depressed economy the number of workers looking for employment is on the rise.

Particularly affected are newcomers who, because of lack of seniority are among the first to be laid off. Other victims of plant closures are often long term immigrants who have limited linguistic skills, lower education and skill levels and are usually older.

Many OWH-LAS clients are displaced workers who are depleting their UI benefits and are about to seek Welfare. There is a growing need for LAS programs to address the needs of these clients. At the same time, current strategies must be reinforced to access displaced workers before they deplete their UI benefits.

IV APPENDICES

- a) Statistics
- b) Statistical Analysis
- c) Terms of Reference: Resource Development
Settlement Officer Training
Client Workshops

SECTION (A) - LAYOFF INFO

	TOTALS	%
1. CLIENT INFORMATION		
-GENDER-		
Female	304	48.88
Male	440	88.14
-AGE CATEGORY-		
15 - 19	18	3.60
20 - 24	173	33.25
25 - 39	349	48.91
40 - 54	168	22.58
55 - 64	33	4.44
65 and over	6	0.81
2. LAYOFF INFORMATION		
-Possible call back-		
YES	134	18.91
NO	545	73.25
Don't know	65	8.74
-Reason-		
Work Shortage	355	47.72
Bankruptcy	130	16.86
Relocation	96	11.83
Other	25	3.09
Don't know	140	18.62
3. WORK DURATION		
Less than one year	389	48.19
One - Two years	276	36.36
More than two years	170	22.85
4. SIZE OF BUSINESS		
0 - 25	318	42.47
26 - 50	183	24.80
51 - 100	102	13.71
More than 100	81	10.89
Don't know	62	8.30
5. NUMBER LAID OFF		
0 - 10	314	42.30
11 - 25	100	13.72
26 - 50	95	12.77
More than 50	72	9.69
Don't know	94	12.63
6. KIND OF BUSINESS		
A) Industrial	311	41.89
B) Commercial	186	24.87
C) Construction	130	16.86
D) Professional	18	2.42
E) Hospitality	90	12.72
F) Janitorial/Maint.	29	3.90
G) Other (specify):	18	2.42

SECTION (B) - RESOURCES

1. REFERRED BY		
Friend/Relative	318	42.47
Community Agency	94	11.29
Government:	112	15.06
Federal	55	7.39
Provincial	14	1.88
Local	38	5.04
Self	213	28.69

SECTION (B) - RESOURCES

	TOTALS	%
2. ASSISTANCE SOUGHT		
Job Search	385	51.30
UC	248	32.78
Financial Assistance	266	35.32
ESL	187	24.81
Further Education	96	12.63
Job Training/Retraining	168	22.36
Other (specify):	39	5.11
3. KNOWLEDGE OF LOCAL RELATED PGMB		
YES	206	27.35
NO	539	72.45
4. WERE SERVICES USED?		
YES	98	13.00
NO	167	22.20
5. IF YES, WERE YOU:		
Satisfied	31	31.63
Dissatisfied	67	68.37

APPENDIX B
STATISTICAL
ANALYSIS

STATISTICAL ANALYSIS
OF DISPLACED IMMIGRANT WORKERS SERVED BY
THE ONTARIO WELCOME HOUSE NETWORK
PERIOD: APRIL 1 - DECEMBER, 1991

In the period reported, a total of 744 displaced immigrant workers were served by the OWH Network.

This is a conservative figure, as not all cases of displaced workers have been documented.

- The gender data indicates a slightly higher percentage of male displaced workers: 59.14%
- The larger age group affected are workers of age 25-39: 46.91%; followed by 20-24: 23.25%; and 40-54: 22.58%.

The vast majority of displaced workers (73.25%) lost their jobs permanently. The major cause was work shortage (47.72%), followed bankruptcy (18.55%) and relocation (11.83%).

Furthermore, our data indicate that immigrants with less seniority are more vulnerable to lay-offs. Interestingly, the largest group affected consists of workers with less than one year of service (40.19%), followed by workers with one to two years seniority (36.96%).

Based on OWH Statistics, small businesses employing up to 25 people were the most affected (42.47%).

The majority of the displaced immigrant workers were laid-off in small number from the small business sector. 9.68% of OWH clients surveyed were affected by larger lay-offs of 50 or more workers.

Most of the displaced immigrant workers were employed by the industrial sector (41.80%), followed by commercial (24.87%), and the construction industry (18.68%).

The major sources of referrals to OWH Units were by friends/relatives (42.47%), self (28.63) and government (15.05%).

Clients sought assistance mostly in the areas of Job Search (24.30%), Financial Assistance (20.32%), UIC (19.76%), English Training/ESL (12.51%), and Job Training/Retraining (12.35%).

The majority of the clients were not familiar with the existing training programs (72.45%) and employment opportunities, and therefore did not make use of them.

LABOUR ADJUSTMENT STRATEGY
RESOURCE DEVELOPMENT
TERMS OF REFERENCE

BACKGROUND:

Recently, the OWH Network has seen an increasing number of clients requesting information and assistance on employment related matters. To address these issues, OWH, through the Ministry of Labour's Labour Adjustment Strategy, has enhanced present settlement services by offering more intensive employment related counselling and related services.

The successful implementation of such services has necessitated the development of an OWH-LAS Resource Base. Presently, there are no such standard resources being utilized for OWH-LAS employment counselling, workshops, training and outreach activities. The development of a comprehensive and uniform OWH-LAS Resource Base will ensure access to support materials by staff for counselling and for distribution to clients. This resource base will improve the quality of OWH services.

GOALS

To provide OWH Settlement Officers, Employment Counsellors and Staff with the necessary tools and resources to enable them to effectively assist displaced workers to overcome linguistic, socio-economic and systemic barriers to re-employment and training opportunities.

PURPOSE

To create a comprehensive OWH - LAS resource base consisting of:

- I Resources for use in workshops, orientation sessions and information sharing.
- II Support materials for counselling purposes.
- III Information packages for clients.
- IV A central library consisting of employment and training related materials.

I DEVELOPMENT OF RESOURCES FOR USE IN WORKSHOPS, ORIENTATION SESSIONS AND INFORMATION SHARING

GOALS:

To develop a collection of resource materials to be used in workshops, presentations and information sharing with OWH clients, staff, and government and community agencies.

PURPOSE:

To create a standard set of resource materials to be used:

- (i) By OWH-LAS team in the training of Settlement Officers in the area of employment counselling.
- (ii) By OWH-LAS team in information sharing and presentations to external government and non-government agencies.
- (iii) By OWH staff in the delivery of information, orientation and skills building workshops to clients.

ACTION PLAN

(i) Resources for S.O. Training Workshops:

- a) **Needs Assessment:**
Identify resources needed to effectively train Settlement Officers and other OWH staff.
- b) Consultations with professionals who have conducted similiar workshops/training.
- c) **Material Development:**
Research, compile and develop resource materials as identified through needs assessment and consultations.

(ii) Resources for External Presentations:

- a) **Needs Assessment:**
Identify the resources needed to successfully conduct presentations to outside agencies on LAS and related topics.
- b) **Material Development:**
Compile and develop identified resources such as standard fact sheets, transparencies, display boards to be used in external presentations and outreach.

ACTION PLAN (cont'd)

(iii) Resources for Client Workshops:

- a) Needs Assessment:
Identify resource materials needed in each type of workshop that will be conducted for clients:
 - 1) Resume preparation
 - 2) Job search techniques
 - 3) Training and Retraining opportunities

- b) Material Development:
Develop and compile resources needed for each of the identified workshops.

II DEVELOPMENT OF SUPPORT MATERIALS FOR COUNSELLING PURPOSES

GOAL

To create a standard and comprehensive resource base for counselling that will assist Settlement Officers and Employment Counsellors to serve displaced workers.

PURPOSE

To develop an easily accessible data base of resource materials to be used for employment related counselling.

FORMAT

Support materials for counselling purposes will be compiled and catalogued into easily accessible binders/kits and computer data bases. Each Settlement Officer and Employment Counsellor will have a set of these resource binders and kits in their office. Information will be classified under the following main headings for identification:

Academic Upgrading	Employment Agencies	ESL
Evaluation/Certific.	Income Security	Job Search
Labour Laws	Labour Market Conditions	Literacy/Numeracy
Resume	Special Programs	Support Groups
Training/Re-training	Translations and Evaluation	

ACTION PLAN

- A. Needs Assessment:
Survey and Assessment of present needs of and supply of present employment related resources in the OWH Network.
- B. Identify gaps in employment related counselling materials and develop lists of needed resources.
- C. Consultations will be held with OWH staff, the LAS Ministries, Community agencies, training and educ. institutions etc.
- D. Material Development:
 - i) Research and Collect needed materials and update *existing* resource materials for counselling.
 - ii) Catalogue and compile all collected resource materials to be distributed to Settlement Officers.

SUPPORT MATERIALS FOR EMPLOYMENT COUNSELLING BINDER
SAMPLE FORMAT

Subject Heading

Agency Name:

Address:

Contact Person:

Telephone:

Hours:

Description of programs/services that can be accessed by displaced workers:

Languages:

Eligibility:

Procedures:

Fee:

Other:

III DEVELOPMENT OF INFORMATION PACKAGES FOR CLIENTS

GOALS:

An enhancement of OWH employment service activities (counselling/workshops) by providing clients with the information and materials they will need to support their plan of action.

PURPOSE:

To produce an information package of resource materials to:

- i) support and enhance Settlement Officer counselling.
- ii) provide displaced worker clients with pertinent information to assist them in planning independently for re-employment and training/re-training.

FORMAT

An OWH folder will consist of a number of standard handouts and pamphlets. Further relevant information can be inserted at the discretion of Settlement/LAS Officers upon an initial assessment of each individual client's needs.

ACTION PLAN

Needs Assessment:

Survey, assess and identify OWH/clients requirements for employment and training/retraining information.

Material Development:

Research, collect and compile resource materials for:

- a) OWH-LAS folder
- b) Standard inserts
- c) Optional inserts

Develop a system for maintaining and updating information provided in client kits.

IV DEVELOPMENT OF A CENTRAL LIBRARY CONSISTING OF A COLLECTION OF EMPLOYMENT AND TRAINING RELATED MATERIALS

GOALS:

To establish a centralized resource library for the collection, maintainance and distribution of employment related information for the OWH Network.

PURPOSE:

To develop an efficient and effective method for the maintainance and distribution of employment, training and related materials for use by OWH Network staff and clients.

LOCATION:

To be decided (see Action Plan below)

ACTION PLAN

A. Needs Assessment:

- i) Identify employment related resource materials still needed that haven't been identified by sections I-III.
ie. subscriptions to employment papers, info on job trends, LAS stats....
- ii) Conduct Physical analysis to determine location; need for cabinets etc.

B. Material Development:

- i) Collect and compile those resources as identified by Needs Assessment.
- ii) Develop a system/guidelines for cateloguing, updating and loaning resource materials.

ONTARIO WELCOME HOUSE LABOUR ADJUSTMENT STRATEGY

CLIENT WORKSHOPS TERMS OF REFERENCE

BACKGROUND:

OWH-LAS Officers are presently providing individual counselling to displaced workers on employment related issues such as career planning, job search, training and re-training programs and resume preparation.

As the number of displaced workers needing these services is increasing, it is felt that a group approach could be developed to effectively service large numbers of clients. The two LAS Officers will design and develop a blueprint for the delivery group sessions to clients.

GOALS:

To provide guidance, information and skills that will enable OWH clients overcome linguistic, cultural, socio-economic and systemic barriers to employment and training. These workshops will assist newcomers and immigrant displaced workers prepare for integration/re-integration into the workforce.

OBJECTIVES:

GROUP information and skill building workshops will be designed to :

Enhance and expand existing employment/training related services offered by Settlement and LAS Officers.

Provide information and assist participants, to develop basic skills they need to become employed/re-employed, in a group setting.

Introduce participants to institutional structures and routes for accessing services.

PURPOSE:

To facilitate/conduct GROUP workshops and information sessions to OWH clients on job search skills, resume preparation, and training and re-training opportunities.

METHODOLOGY:

Group workshops will be designed by the OWH-LAS team and delivered by Settlement and LAS Officers in English and various languages on various employment and training related topics.

WORK PLAN:

I. PLANNING PHASE:

- i) *Needs Assessment to determine:*
 - 1. *Topics/Issues to be addressed at workshops.*
 - 2. *Resources needed to conduct workshops and evaluations.*
- ii) *Preparation for Client Workshops:*
 - 1. *Design format and develop a standard agenda.*
 - 2. *Develop and compile material resources including information kits, worksheets and evaluation sheets.*
 - 4. *Contact guest speakers.*

II. DELIVERY PHASE:

For each Workshop:

- 1. *Registration of participants.*
- 2. *Introduction of participants and facilitators.*
- 3. *Introduction to workshop procedures and Agenda.*
- 4. *Delivery of workshop.*
- 5. *Evaluation and concluding activities.*
- 6. *Follow up with Settlement Officers / LAS Officers.*

III. REPORTING PHASE:

- 1. *Analysis and compilation of evaluation forms.*
- 2. *Identification of issues and recommendations for future workshops. (ie. gaps in services)*
- 3. *Composition and submission of internal report.*

CRITICAL PATH:

Client Workshops: OWH - Toronto
 OWH - Scarborough
 OWH - Mississauga
 OWH - North York
 OWH - Hamilton

Workshops will be conducted on an on-going basis according to the needs and requirements of each office.

ONTARIO WELCOME HOUSE, Labour Adjustment Strategy

TERMS OF REFERENCE - LAS TRAINING

SUBJECT

Design, develop and deliver training to OWH Settlement Officers and other front line staff in all units, 5 locations.

BACKGROUND

OWH is one of five MC programs participating in the Ontario Labour Adjustment Strategy headed by the Ministry of Labour. To date, OWH LAS staff delivered information sessions on LAS to Settlement Officers in 5 locations. These were done with the objectives:
 (a) raising awareness of LAS within the OWH; (b) sharing information on client needs;
 (c) introducing a revised statistical system to capture data on displaced immigrant workers using OWH programs.

PURPOSE

To provide LAS focused training to OWH Settlement Officers and other front line staff to enhance their knowledge of LAS and further develop the skills needed to serve displaced immigrant workers.

SCOPE of content

- LAS Overview
- OWH Program
- Ministry of Citizenship involvement in LAS
- Other Ontario initiatives
- Programs and Resources:
 - Employment, Training, Retraining
 - Community support services
 - Specialized services
- Skills:
 - Counselling: Needs identification, Assessment, Action plans, Linking, Follow-up.
 - Workshops: Group Presentation, Orientation, Facilitation, Evaluation.

GOALS

Given the high number of requests for assistance in employment related issues the OWH-LAS team will embed LAS into the existing programs of the OWH network. This training will equip the Settlement Officers with an understanding of employment related issues from a LAS prospective, and will assist them in further developing their skills and ability to service displaced immigrant worker clients by:

- I. Assisting on the formulation of action plans;
- II. Providing appropriate resource material;
- III. Providing accurate and up-to-date information on existing programs and making effective referrals;

- IV. Providing displaced immigrant workers and their families with supportive counselling.
- V. Conduct group orientation/skill building workshops to clients.

OBJECTIVES

- I. Enhance OWH Network's ability to serve displaced immigrant workers at all five locations;
- II. Increase the linguistic scope of employment related services available to displaced workers;
- III. Incorporate employment information, orientation as an integral part of OWH settlement services;
- IV. Provide the Settlement Officers with the tools, skills and resources for:
 - Delivering direct services and workshops on topics related to employment/training to clients in different languages.

PARTICIPANTS

Settlement Officers and managers from Toronto, Mississauga, Scarborough, North York and Hamilton Offices; Nursery and ESL Units - Toronto.

METHOD

Workshops will be designed and delivered by OWH LAS staff with participation of OWH Staff, Ministry of Labour, Ministry of Citizenship, and other specialists in LAS/employment related programs.

I. PLANNING PHASE

- i) **Design training**
 - (a) Assess training needs
 - (b) Identify topics
 - (c) Determine number of training sessions
 - (d) Design format
 - (e) Develop evaluation criteria
- ii) **Preparation of training workshops**
 - (a) Determine dates, time, and location for each training session
 - (b) Select presenters/resource persons
 - (c) Contact guest speakers

5e

Language and Orientation

THE ESL COMMUNITY AND THE CHANGING WORLD OF WORK

A Report on the Participation of the
Ministry of Citizenship's Language
and Orientation Program in the Ontario
Government's Labour Adjustment Strategy
1991-1992

Prepared by Tara Goldstein
Language Training Consultant
Labour Adjustment Strategy
Ministry of Citizenship

March 1992

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1. The Labour Adjustment Strategy and the Language and Orientation Program (Citizenship Education Section)

A significant number of non-English speaking displaced workers attend community-based ESL classes. Their presence in these classes suggests that **ESL instructors can play an important role in challenging barriers to labour adjustment programs, services and retraining opportunities.** By taking up the topics of unemployment, labour adjustment and retraining in their classrooms, ESL instructors can assist learners who have lost their jobs gain access to community programs that have been created to help them re-enter the workforce.

For many years, the Citizenship Education Section at the Ministry of Citizenship has developed Adult ESL and orientation learning resources for instructors and volunteer tutors working in community-based programs across Ontario. It has also provided teacher training to ESL instructors and volunteer tutors. Workshops, conferences and training courses have been organized to strengthen areas of expertise and provide insights into new topics and methodologies. Under the Labour Adjustment Strategy (LAS), the Citizenship Education Section has

- (1) undertaken a survey project to obtain a "snapshot" of the presence of displaced workers in Board of Education Adult ESL and orientation programs;
- (2) held consultations with members of the ESL community in Windsor, London, St. Catharines, Toronto, and Mississauga;
- (3) developed learning resources for displaced workers, immigrants and refugees attending ESL classes;
- (4) undertaken several training initiatives to provide ESL instructors with the information they need to assist learners trying to re-enter the workforce; and
- (5) funded five special projects through the LAS Settlement and Integration grants program.

**AN OVERVIEW OF
The Citizenship Education Section's Involvement in the
Ontario Labour Strategy Initiative
September 1991 - March 1992**

Training Initiatives

- Community Consultations: Windsor, London, St. Catharines, Mississauga.
- The Changing World of Work: A Symposium at the TESL Ontario Conference 1991, Toronto
- The Changing World of Work: A Conference for Adult ESL/ABE Instructors, Toronto
- Teacher Training Workshops: London, Toronto (2)

Resource Development

- Interchange: Special edition on labour issues
- Ontario Times: Job Search Supplement and Teachers' Notes
- English Language Activities for a Changing World of Work
- The Changing World of Work Survey Project
- Conference Proceedings: The Changing World of Work

Grants Issued

- St. Catharines:** Training program that combines job specific ESL with job skill training through a combination of classroom and job shadowing learning (Two pilots: one for skilled and one for unskilled workers).
- London:** Establish a co-ordinating committee to:
- *make available information on existing re-training programs
 - *develop/implement a tool for assessing special language and re-training needs
- Windsor:** Sensitization workshop to service providers and "Help Fair" for displaced workers
- Peel/Toronto:** Teacher training course for ESL instructors on English language training for a changing world of work

3. A Survey of the Presence of Displaced Workers in ESL Classes across Ontario

One of the Citizenship Education Section's 1991-1992 LAS projects is a survey research project that investigates how the present economic situation is affecting Adult ESL classes put on by boards of education in Ontario. The survey, conducted by Mary Ellen Belfiore, provides a "snapshot" of the make-up of ESL classes in selected areas of Southern Ontario between November 1991 and March 1992.

Information in the survey was gathered through 34 visits to ESL classes in regions hardest hit by the recession: Toronto, Mississauga, Brampton, Cambridge, Kitchener-Waterloo and London. The boards of education that participated in the survey were the Toronto Board of Education, the Peel Board of Education, the Waterloo County Board of Education, the Waterloo County Separate School Board and the London Board of Education.

Full-time day and part-time day and evening board of education ESL classes were chosen for The Changing World of Work Research Project because they usually attract the widest variety of people (employed, unemployed, displaced, not labour market oriented) and offer a variety of courses and course hours. As well, the boards of education receive some teacher training and resource support from the Ministry of Citizenship for their non-credit ESL courses.

The Ministry of Labour describes displaced workers as those who have lost jobs through downsizing or closures in industry or in the service sector. The survey extends the definition to include people who have worked in Ontario recently and have lost their jobs for any reason. There are a small number of workers counted in the survey totals who quit, retired, had accidents on the job, stopped working due to illness or are on maternity leave. These workers have been included since the majority of them will not be returning to their same jobs, and they, like the displaced workers, will have to re-enter the workforce in a changing economy.

Highlights of the Survey

*Some regional statistics of the presence of displaced workers in ESL classrooms at the Toronto, Peel, Waterloo County and London Boards of Education.

	Toronto: West-End	Toronto: East-End	Peel	Waterloo County	London
# IN DAY CLASSES	14%-37%	20%-44%	4%-16%	28%-56%	30%-50%
# NIGHT CLASSES	7%		15%-19%		

*Up to 56% of the learners surveyed in the 34 classes in Toronto, Mississauga, Brampton, Cambridge, Kitchener-Waterloo and London are displaced workers (night classes in the Toronto Board's East-End and the Waterloo County and London Board of Education were not surveyed)

*High numbers of displaced workers can be found in day ESL classes at the **Waterloo County and London Boards** (25%-56%)

*Of all the different kinds of ESL day and night classes at the Toronto Board of Education, **ESL/Bilingual classes** have particularly high numbers of displaced workers (33%-44%)

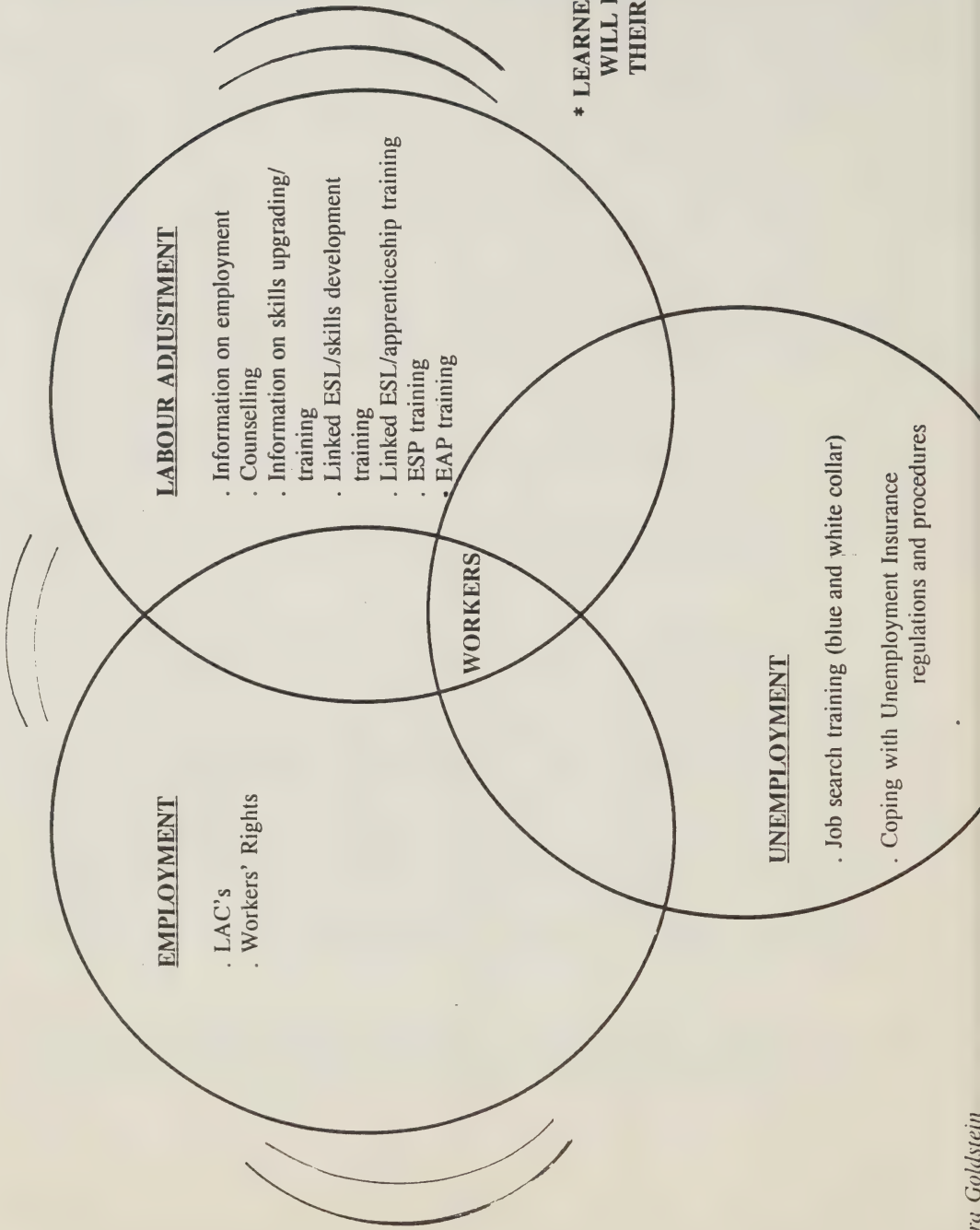
*Some regional statistics of the reasons learners in the survey are taking ESL

	Toronto: West-End	Toronto: East-End	Peel	Waterloo County	London
Jobs	60%	68%	71%	47%	61%
Study	32%	13%	16%	26%	20%
License			5%	8%	6%
Social	8%	20%	8%	25%	17%

*Very few of the boards of education have frequent ongoing contact with CEC offices despite the growing need for ESL non-credit course to respond to learners' employment, unemployment and retraining needs.

*ESL providers could benefit from a local or regional **community advisory board** which would bring the ESL network together with significant local groups such as multicultural agencies, unions, employers and government representatives. This board could provide new programming direction for ESL providers as well as disseminate information about ESL

ESL PROGRAMMING FOR WORKERS IN A CHANGING WORK WORLD



SOCIAL CONTEXT:

- . gender
- . class
- . age
- . race

↓

*** LEARNERS' NEEDS/OPTIONS WILL BE INFLUENCED BY THEIR SOCIAL SITUATION**

4. ESL Programming for Workers in a Changing Work World

4.1 Employment, Unemployment and Labour Adjustment

As can be seen in the diagram on the left, programming for displaced workers attending ESL classes centres around three major topics: **employment, unemployment and labour adjustment.**

Employment

Possible areas for discussion under the topic of employment in a changing world of work include

- (1) **workers' rights** to advance notice and compensation in case of company downsizing or closure and
- (2) existing legislation which provides workers with access to special services through **Labour Adjustment Committees**¹ in case of large scale closures or downsizings.

Unemployment

A discussion of the topic of unemployment in the ESL classroom can include

- (1) providing ESL learners with both white and blue collar **job search training** and
- (2) **helping them cope with Unemployment Insurance regulations and procedures.**

¹ Labour Adjustment Committees are set up in companies with 50 or more employees. The committees consist of an equal representation of management and workers and are chaired by an impartial third party. A federal advisor and provincial consultant are also involved. The Labour Adjustment Committee arranges a needs assessment in the workplace to gather workers' individual concerns and thoughts on future directions, provide counselling to those workers who wish it, evaluate workers' current job-related skills and advise workers on retraining programs. Depending on the needs of the workers, the committee may contact local community organizations to provide workers with upgrading programs, literacy and numeracy programs, ESL programs, job search programs, and information on starting a small business.

Labour Adjustment

In taking up the issue of labour adjustment in a changing world of work, ESL instructors can provide learners with information on **employment counselling and skills or upgrading training** (where to get it, what to expect, what questions to ask) while ESL programmers can create new **linked ESL/skills development classes**, new **linked ESL/work placement programs**, new **English for Specific Purposes (ESP) classes** and new **English for Academic Purposes (EAP) classes**.

Data from the survey report indicates that **more ESL/Literacy and Numeracy and ESL/Access** courses are particularly needed now to assist displaced workers to re-enter the employment stream.

ESL programming for workers should be considered in light of the social backgrounds ESL learners bring to the classroom. Learners' needs, options and possibilities in a changing work world are influenced by their social situation. For example, women often have different educational needs and access to retraining opportunities than men have. Learners without a high school or university education find themselves in a different situation than those holding a secondary or post-secondary degree. Older displaced workers often have more limited options than younger workers. And finally, non-white workers may find themselves constrained by a barrier of racism that does not constrain white workers trying to re-enter the workforce.

Several suggestions have been made by administrators and instructors/trainers in the ESL community as to how the Ministry could expand language and orientation programming in a changing world of work:

- (1) A fourth dimension of "advocacy" to access to trades and professions could be added to the three cornerstones of employment, unemployment and labour adjustment. "Advocacy" activities could include English language activities for assisting ESL learners to advocate on their own behalf as well as activities for ESL instructors interested in advocating on behalf of their students.
- (2) In considering the impact of such social variables as gender, class, age, and race on learners' needs and options, practitioners should also consider the unique experiences of refugee learners.

- (3) While the Premiers Council Report claims that many jobs of the future will be filled by those able to perform professional and technically sophisticated work, educators from the Ontario Federation of Labour (OFL) and the Metro Labour Education Centre (MLEC) suggest there is evidence for the opposite claim that there is **not** an increasing demand for a more highly skilled workforce.

This evidence comes from the U.S. Bureau of Labour Statistics which projects job growth. The category which will contribute the most new jobs through 1995 is janitors. Following janitors are cashiers, secretaries, office clerks, sales clerks, nurses, waiters and waitresses, primary school teachers, truck drivers, nursing aids and orderlies.

Educators working with the OFL and MLEC suggest the implications of such evidence for ESL programmers is this:

- (1) While some jobs will require a significant amount of mathematics, computer science, and technical training, the majority will not. The danger of misplaced emphasis on the need for more technical knowledge is that false expectations are created.
- (2) People who are not using their skills in their work will need to find meaning outside their work. Education (including ESL education) could provide people with knowledge of their social, cultural, political, and economic institutions, and prepare and encourage them to **participate actively in shaping decisions that affect their lives**. In her survey research report, Mary Ellen Belfiore similarly describes the need "to make ESL **relevant, critical and action-oriented** in this changing economy."

The Citizenship Education section has advocated for this kind of language and orientation programming for many years. Suggestions that action-oriented orientation programming continue to be part of English language training in a changing world of work provides the Ministry with a **double agenda**:

- (1) to support ESL instructors and volunteer tutors in their efforts to take up issues specifically related to **employment, unemployment and retraining** with their learners and
- (2) to support ESL instructors and volunteer tutors in their efforts to provide learners with the linguistic resources needed to **make positive changes in their everyday living environments**.

4.2 Resource Development

In 1991-1992, the Citizenship Education Section produced three printed resources related to the issues of unemployment, job search, and retraining.

Interchange: Special Issue on Labour Adjustment

The special issue of the Ministry's bi-annual newsletter for community settlement, integration and language training programs includes

- * articles on our changing work world, Ontario's labour strategy, and ESL job-search training for blue-collar workers
- * information on services offered by Employment and Immigration Canada
- * a list of community resources and resources that have been printed or funded by the Ministries of Labour, Education, Colleges and Universities, and Industry Trade and Technology.

Ontario Times Job Search Supplement and Teachers' Notes

The Ontario Times Job Search Supplement contains articles on

- *self-assessment
- *resume writing
- *filling out application forms
- *ways of finding a job
- *reading newspaper want ads
- *finding the hidden job market
- *performing in a job interview
- *questions people have about unemployment insurance

It also contains Teachers' Notes for using the articles in the ESL classroom.

English Language Activities for a Changing World of Work

This set of ESL materials deals with issues of unemployment, self-assessment and retraining. It contains

- * a five-unit set of ESL classroom activities (Surviving Unemployment, Looking for Work, Talking About Work Experience, Talking About Skills, and Retraining)
- * Teachers' Notes
- * Resources (organizations that help unemployed workers, evaluation of documents, resources for teachers)

4.3 Training Initiatives

Community Consultations

Community consultations with members of the ESL community were held in **Windsor, London, St. Catharines, Toronto, and Mississauga**. All these centres were identified by the Ministry of Labour as being areas that have been "hard-hit" by the current recession and changing economy.

Participants in these consultations included ESL instructors and program co-ordinators from local boards of education (both credit and non-credit programs), settlement agencies, and community colleges. Many of these instructors and co-ordinators are also members of their local TESL affiliates. **Over 200 people attended these five consultations.**

Windsor, London, Mississauga, and Toronto

In Windsor, London and Mississauga, the consultations took the form of a three-hour "information exchange" which consisted of

(1) a **brief information session** on

- *the need for labour adjustment in a changing world of work
- *recent government programs and initiatives to assist displaced workers and

(2) a **brainstorming session** on how employment, unemployment and labour adjustment issues might present themselves in ESL programs and classes (see **Appendix A** for a list of brainstorming discussion questions).

In Toronto, this information exchange took place during the Ministry symposium at the TESL Ontario 1991 conference for ESL instructors.

St. Catharines

In St. Catharines, the exchange was less formal and consisted of small meetings of ESL staff and settlement workers at various community-based organizations: The St. Catharines Folk Arts Council, Niagara Cultural Interpreter Service, Unemployed Help Centre of St. Catharines, St. Catharines YMCA, and the Lincoln Board of Education.

The Ministry Symposium at the 1991 TESL Ontario Conference

The Ministry Symposium at the 1991 TESL Ontario Conference was entitled **Coping with the Changing World of Work**. It consisted of

- (1) a panel session on government and community initiatives for non-English speaking displaced workers and
- (2) a brainstorming session on how employment, unemployment and labour adjustment issues might present themselves in ESL programs and classes (see **Appendix B** for a copy of the Symposium agenda).

Approximately 140 individuals from across Ontario attended the symposium.

The Changing World of Work: A Conference for Adult ESL/ABE Instructors

The Changing World of Work Conference, co-sponsored by the Ministry of Citizenship and the Toronto Board of Education, provided Adult ESL/ABE instructors, supervisors and administrators with a wide-range of professional development opportunities (see **Appendix C** for a list of objectives for the conference). Sessions included

- * Unemployment Insurance and the ESL/ABE Learner
- * Job Search Lessons for the ESL/ABE Learner
- * Accessing Community Resources: A Walkabout
 - Employment Counselling for ESL/ABE Learners
 - Training for ESL/ABE Learners
- * Unemployment and Workers' Lives
- * Taking Up Issues of Unemployment and Labour Adjustment in the ESL/ABE Classroom
- * Race and the World of Work
- * Women and the World of Work
- * Ethnicity and the World of Work
- * Action Planning on Training Needs: Where are the gaps?

Approximately 160 individuals from seven different Boards of Education and four community colleges in Metro Toronto participated in the one-day conference. Labour Adjustment Strategy co-ordinators from the Ministries of Labour, Citizenship, Education and Skills Development also attended.

The information and issues raised at the conference will be recorded in a **conference proceedings booklet** so that other educational and community organizations wanting to put on a similar conference in their own locales will have a resource to work from.

Workshops for Adult ESL instructors: English Language Activities for a Changing World of Work

Three pilot teacher training workshops on English language activities for a changing world of work were undertaken in London, Toronto and North York. Workshops ranged from one to three hours. Workshop trainer Valerie McDonald provided participants with an overview of the range of activities ESL instructors could undertake with unemployed workers in their classes and focused on the activities included in the Ministry's publication English Language Activities for a Changing World of Work. These materials were written by Valerie McDonald for the Ministry of Citizenship. A report on the different pilot workshops summarizes the content of the training sessions and offers suggestions for future training.

Approximately 70 individuals attended the three workshops.

5. Special Grants Projects

The five special LAS grants projects funded by the Ministry of Citizenship this year were developed through community consultations. The nature of the projects reflect the needs and concerns of the individual communities in which they are housed.

St. Catharines: Training program that combines job-specific ESL with job skill training through a combination of classroom and job shadowing learning (Two pilots: one for skilled and one for unskilled workers)

London: Establish a co-ordinating committee to:

- *make information on existing training programs easily accessible to service providers in the community
- *develop/implement a tool for assessing special language and retraining needs

Windsor: Sensitization workshop to service providers and "Help Fair" for workers

Peel/Toronto: Teacher training course for ESL instructors on English language training for a changing world of work

6. Key Training Needs in 1991-1992

1. ESL instructors working in areas that have been hard-hit by the current recession need training and materials to take up issues of employment, unemployment and labour adjustment especially with **beginner groups**.

In her survey report, Mary Ellen Belfiore suggests that the Ministry's "initial efforts could be augmented with materials exploring in further depth the social, economic, personal aspects of employment and unemployment for workers in our particular environment." Especially needed are ESL materials that assist people in dealing with bureaucracies.

2. Instructors need to know how to access information about retraining opportunities, unemployment insurance and workers' rights.
3. ESL/Literacy and Numeracy and ESL/Access courses (that provide workers with a coherent path to full accreditation and licensing) are particularly needed now to assist displaced workers in gaining entry into an employment stream.

7. Key Community Issues and Concerns in 1991-1992

1. That skills training/development for workers whose first language is not English will be limited to general ESL training because it is assumed that speaking English will increase their chances for employment. ESL without additional skills or upgrading training may not keep ESL workers working in a changing economy.
2. That we develop training options for workers with only the most basic education. What kind of skills training is useful for workers without any high school education.
3. That we ask and find answers to the question "Job search and retraining for what?" Given the current state of the economy and economic restructuring in Ontario, what kinds of jobs will be available to workers and what implications will knowledge of the availability of future jobs have for language and orientation programming?
4. That the ESL community acknowledge and begin to address the barrier of racism in being able to re-enter the job market.

Appendix A**Discussion Questions for the Information Exchanges
held in Windsor, London, and Mississauga****1. WHAT ARE PEOPLE EXPERIENCING?**

Are there unemployed, underemployed, displaced workers in language and orientation classes?

Who are they? What kind of pressures are they placing/might they place on programs, instructors?

2. DO PEOPLE TAKE UP/HOW ARE PEOPLE TAKING UP EMPLOYMENT, UNEMPLOYMENT AND LABOUR ADJUSTMENT ISSUES IN LANGUAGE AND ORIENTATION CLASSES?

How are their needs identified? How are they referred? Who does the referring? How is their progress monitored?

3. DO PEOPLE SEE DOING THIS KIND OF WORK AS PART OF THEIR ROLE AS ESL INSTRUCTORS? HOW SHOULD WE TALK ABOUT THESE ISSUES?**4. WHAT KIND OF RESOURCES DO PEOPLE NEED TO TAKE UP THESE ISSUES IN LANGUAGE AND ORIENTATION CLASSES? WHAT KIND OF TRAINING SESSIONS FOR ESL INSTRUCTORS MIGHT BE RELEVANT?**

Appendix B

**Ministry of Citizenship Symposium at the
Ontario TESL '91 Conference:**

Coping with the Changing World of Work

SYMPOSIUM AGENDA

- 9:00-9:05 Welcome, Presentation of symposium agenda
- 9:05-9:15 Closures and layoffs, the changing world of work,
and the Ontario Government's Labour Adjustment Strategy

Andrew Whittington, Office of Labour Adjustment,
Ministry of Labour
- 9:15-9:25 Labour adjustment, displaced immigrant workers, and
access to adjustment services and retraining
opportunities

Adriana Cocq and Cindy Lam, Ministry of Citizenship
- 9:25-9:35 ESL programming for the displaced worker in a changing
world of work

Tara Goldstein, Ministry of Citizenship

GOVERNMENT AND COMMUNITY INITIATIVES

- 9:35-9:50 The Ontario Times Job Search Supplement

The labour adjustment issue of Interchange

Guenther Zuern and Susan Eisenkraft, Ministry of
Citizenship
- 9:50-10:05 Job search initiatives

Elizabeth Taborek and Kevin Moloney, Toronto Board of
Education Adult ESL
- 10:05-10:15 An Overview of Initiatives Undertaken by MLEC

Olga Reis, Metro Labour Education Centre
- 10:15-10:25 Initiating new ESL programming for unemployed workers

Pam Comens, Waterloo County Board of Education,
Kitchener-Waterloo English School

Appendix C

Objectives for the Changing World of Work Conference

1. To raise awareness of the changing world of work and what this means to ESL/ABE learners.
2. To find out about access to community resources to assist learners looking for work.
3. To provide practical ideas for taking up issues of unemployment and labour adjustment in the ESL/ABE classroom.
4. To elicit discussion around the impact that learners' social backgrounds have on finding and keeping work (Employment Equity).
5. To identify gaps in services and training opportunities for immigrants and refugees which would result in recommendations to be brought to decision makers at school boards and ministries.
6. To identify a means of sharing expertise of services and resources throughout the Metro Toronto area on an on-going basis.
7. To record important information and issues raised at the conference by producing a conference proceedings booklet to be distributed to participants and other interested individuals.

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Chart: 1992/93 Planned Expenditures

MINISTRY OF CITIZENSHIP LABOUR ADJUSTMENT STRATEGY INITIATIVE

PLANNED EXPENDITURES 92/93 (000'S)

	SALARY	BENEFITS	ODOE	T/P	TOTAL
1. PROJECT COORDINATION	53.5	9.6	10.0	0.0	73.1
2. MWP	20.0	3.6	10.0	150.0	183.6
3. CULTURAL INTERPRETER	30.0	5.4	10.0	360.0	405.4
4. LANGUAGE ORIENTATION PROGRAM	50.0	9.0	120.0	0.0	179.0
5. OWH	104.7	16.7	59.0	0.0	180.4
6. FIELD SERVICES	74.5	10.2	6.0	*319.8	410.5
7. CSD SUPPORT (Corporate Services Division)	63.0	5.0	0.0	0.0	68.0
	395.7	59.5	215.0	829.8	1,500.0

TOTAL COST: 1,974.5
TOTAL MINISTRY OFFSET: 474.5
TOTAL REQUEST: 1,500.0

* BREAKDOWN OF THIS PROGRAM IS AS FOLLOWS:

LANGUAGE AND ORIENTATION = 139.8
WORKER ADVOCATE PROJECT = 180.0

% of Total Request:
Salaries 395.7 = 26%
Benefits 59.5 = 4%
ODOE 215.0 = 15%
T/P 829.8 = 55%
TOTAL 1,500.0 = 100%

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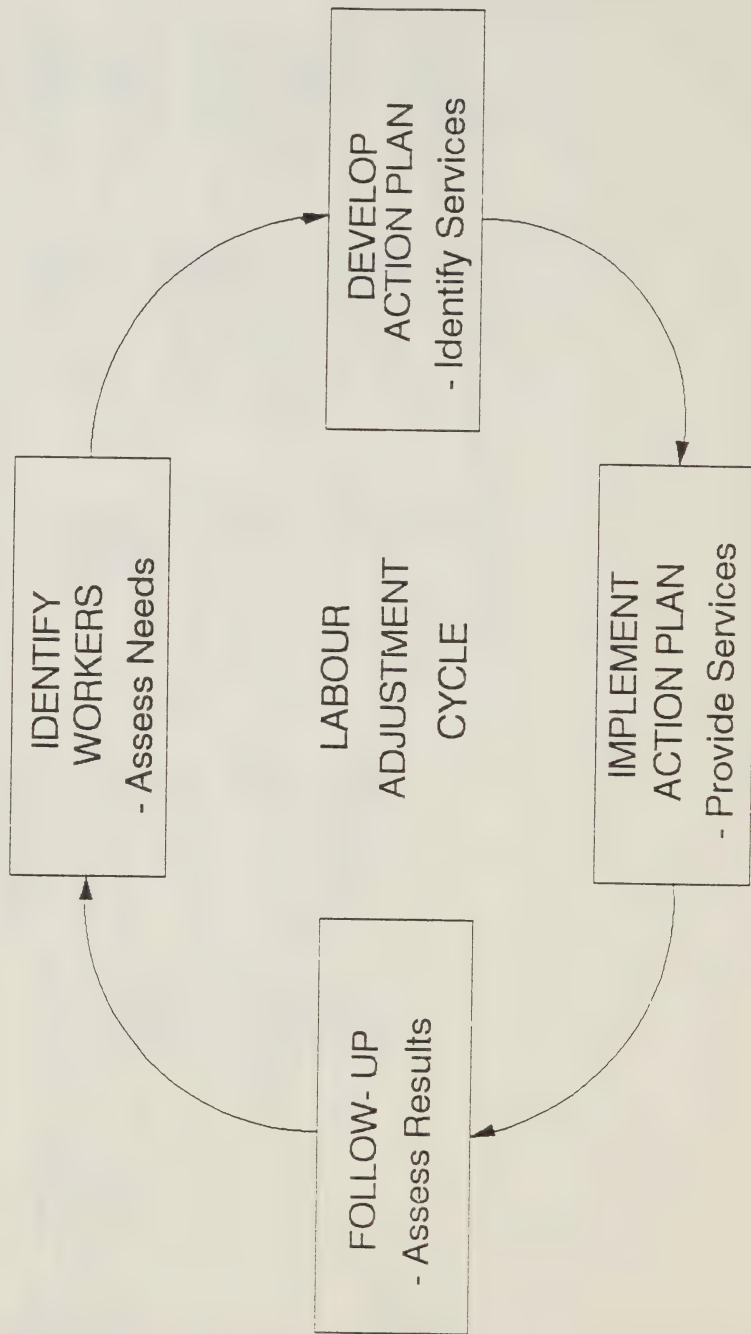
Ministry of Labour - Labour Adjustment Model

MINISTRY OF LABOUR ADJUSTMENT MODEL

Goal: Maintain economic independence of workers displaced by plant closures and downsizings through employment that enables them to utilize their skills and abilities
Process: (for individuals or groups):

1. Identification of Workers	2. Assessment of Needs	3. Provision of Decision Making Services	4. Identification of Resources for Implementation of Individual Action Plans (usually done as part of counsel. function)	5. Implementation of Action Plans	6. Follow-up of Action Plan
Mass layoffs -notification to OLA/IAS -MWP -workplace lit. prog. -apprentices in unions -NGO cultural grps.	-OLA/IAS comm. -community organiz. -MWP or lit. prog. -for apprentices, unions or MSD -cultural interpreters Assessment issues -literacy needs -cultural issues -family issues -ESL/ESL needs GABs -impact on children -training ESL teachers -voc. counseling -skills training for -d.w.'s -training in needs -assessment -tools that are effective for non-English speaking workers -tools to assess the human rights environment in closing agencies, OWH workplaces	-information -counseling -vocational -personal -familial -financial -determination of alternatives -OLA/IAS committees -Help Centres -Settlement Agencies -CEOS(?) -Transitions (information) -OWH -CI's could assist -apprentices - MSD and purchased services GABs -pre-exam coaching for -tradespeople -trained voc. counselors -effective counseling -tools -familial counseling -indiv. counseling -d.w.'s not on U.I. or SANS	Resources for Indiv. Action Plans (usually done as part of counsel. function) -identification of resources for implementing action plans (job fairs?) -federal/prov. funding approaches GABs -between what is provided and what workers need -cultural sensitivity -methods/tools that are effective with a non-English, non-French speaking workforce GABs -ESL linked skills training -for non-English speaking -innovative delivery systems (distance learning materials) GABs -services for long-term unemployed	a) -preparatory language and other academic skills training -job skills training -entrepreneurship training -job search training b) -job search and placement (networking job fairs: workers learn resources in community GABs -further individual service requirement -community development initiatives	Implementation -further individual service requirement -community development initiatives

CONCEPTUAL FRAMEWORK



3.1 IDENTIFICATION OF WORKERS

Definition

the identification of

- a. those workers who require adjustment assistance, and
- b. the kinds of assistance they may require.

Description of process

- a. formal or informal notification to government, media, labour organizations, community, cultural groups of impending or actual displacement.
- b. formal or informal assessment of workers' needs through government adjustment services, government funded service providers, community service providers.

Services available

OLA/IAS Committees

Help Centres

MWP programs

Workplace literacy programs

Unions involved with adjustment services, apprenticeships

Youth Employment Centres

Welcome Houses

CAATs

Gaps

lack of personnel trained in vocational counselling

community level identification and assessment

ensured linkages with all services (e.g. literacy and needs assessments)

use of plain language in all handouts

services to children and other family members

3.2 DEVELOPMENT OF ACTION PLAN

Definition

the development of individualized action plans for all workers based on:

- a. appropriate counselling procedures and tools, and
- b. identification of appropriate services and service providers.

Description of process

- a. provision of decision making services including information; vocational, educational, personal, financial, and familial counselling; determination of alternatives; and production of individual action plans.
- b. identification of resources and resource providers necessary for action plan implementation.

Services available

OLA/IAS committees contracting with CAATs, school boards,

community agencies, private consultants
Help Centres
Transitions
settlement agencies
CAATs
apprentices served through MSD and purchased services
Youth employment centres

Gaps

services and programs provided may not be those workers need
trained vocational counsellors and effective counselling tools
appropriate individual counselling
familial counselling
cultural sensitivity
tools and methods effective with non-english speaking workers
training funds
certificate of qualification exam courses

3.3 IMPLEMENT ACTION PLAN

Definition

the provision of the specific services identified in the workers
action plans.

Description of process

- a. brokering workers into training, including preparatory,
language and other academic skills, job skills,
entrepreneurship, and job search.
- b. assistance with job search, networking, and placement.

Services available

OLA/IAS committees
Help Centres
Transitions
CAATs
School boards
Community organizations
literacy groups
Private training organizations

Gaps

services provided may not be those workers need
insufficient resources - funding for workers not receiving UI or
SARS
innovative delivery of training
small classes (ghosting procedures)
alternative work place training

3.4 FOLLOW-UP

Definition

the evaluation of services provided and determination of follow-

and on-going requirements.

Description of process

- a. ascertain whether individual action plan objectives were met, if not why not, further services required (may require looping back to 3.1)
- b. examine need for community development initiatives

Services available

IAS/OLA committees

Help Centres

Community groups

Gaps

evaluative mechanisms, including data collection
services for long-term unemployed

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Terms of Reference for MC LAS Working Group

TERMS OF REFERENCE

Internal working group for the participation of MC in the MOL Labour Adjustment Strategy.

PURPOSE

An internal group chaired by the LAS coordinator to manage and coordinate the MC-LAS programs.

The rationale for the creation of this group is that MC, unlike the other participating ministries, has a number of components involved in this MOL initiative and every program plays an important role in it.

The working group will ensure that initiatives from individual program areas support the MOL lead role on the strategy by providing a coordinated approach in order to avoid duplication of efforts. In order to do this, a flexible, dynamic approach is needed to quickly respond to the unpredictability of plant closures.

BACKGROUND

On January 24, 1991 the Minister of Labour, Hon. Bob MacKenzie, announced a \$32.5 million, five-point Ontario Government Strategy to assist laid off workers with the participation of four other ministries: MC, MOE, MCU and MSD.

On June 26, 1991, the Minister of Citizenship, Hon. Elaine Ziemba announced that MC will spend \$2 million of this fund to help displaced workers who face cultural, language and other barriers in plant closures and layoffs by enhancing some of MC's existing programs.

ROLES AND RESPONSIBILITIES

- . Raise issues from the Field and Program areas.
- . Information sharing internally, externally (members are responsible for keeping their managers informed).
- . Problem solving.
- . Ongoing monitoring and assessing of participating programs in order to make changes, adjustments and recommendations.
- . Budget administration, monitoring.

SCOPE

The working group will consist of representatives from:

Program Areas of CDB

- . MWP
- . CI
- . Language and Orientation
- . OWH

Programs and Services from FSB

- . OSIP transfer payments
- . LAS Field Consultant

TASKS AND ACTIVITIES

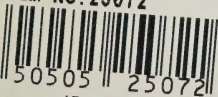
- . Hold monthly meetings
- . Preparation of Cabinet Submission
- . Develop a reporting mechanism
- . Design evaluation strategy
- . Review budget

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